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# The School Journal.

FORTY-FOUR PAGES.

ESTABLISHED 1870.

## THE SCHOOL JOURNAL.

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AMOS M. KELLOGG, Editors.  
JEROME ALLEN,

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This 44 page JOURNAL is the Annual Number for the Summer Institutes. Our usual make-up is somewhat disarranged, but there will be found nearly double the amount of our weekly reading matter. The regular size of the JOURNAL is 16 pages—10 large solid pages of reading that is never encroached upon—and 6 of advertisements.

The pages of the JOURNAL this week are enlivened by the announcements of the leading publishers, and we invite careful attention to what they have to say. It is largely owing to their liberality that the JOURNAL is able to publish so extensive a number as is issued this week.

A YOUNG graduate recently said to an old gentleman, "I wish you could have been present at our college commencement." "I was, sir. I helped lay the corner stone," was the reply. Commencement is the beginning, not of colleges, but of lives to thousands each year. The tens of thousands who have turned their faces world-ward during the past few weeks are asking themselves some very practical questions. To some, life has already been a struggle. They have already conquered many obstacles and are ready to conquer many more. They are prepared to take the plow or the Greek Classic, and can bring success out of both. They have hardened muscles, ready minds, and tender hearts, and will be heard from. Depend upon this. But there are tens of thousands who are commencing lives from the farm university or the shop lay college. They are young Abe Lincolns, Andrew Jacksons, and Henry Wilsons. The world will hear from these men. They'll measure arguments with classic bred collegians by the sick bed, in the court room, on the political stump, and in the halls of Congress, and the college men will open their eyes very wide when they hear their words. "Where did that fellow get his education?" they'll say. "What college did he graduate from?" The answer will come "Lay-College in Posey Co." or "Pine-Knot Cabin Seminary in the backwood district of North Carolina." College graduates mustn't think, as some of them too often do, that all the thinkers are graduates from Yale or Harvard. The world thinks now. The newspaper is the school-master. Books are cheap, and poor boys need them. Thousands of young teachers are getting a first-class normal education by reading the SCHOOL JOURNAL. One young man a few years ago got inspiration from its pages and went to Germany. He is now filling with honor a first-class educational position in the Central States. Hundreds of other young men and women are successful who would have been failures had it not been for our pages. So we see there are other commencements, besides those connected with colleges. They are the beginnings of inspirations, efforts, endeavors, purposes, and the realizations of high ideals. Now is a good time for commencements, but let them be something better than sheepskin certificates of graduation. We want souls with grit, and minds with grasp, and bodies tough and wiry for work—good, honest, hard work, for something worth working for.

COUNT TOLSTOI in his little book, "What Men live by," imparts a wonderful truth, and yet it is an old one. An angel comes down from Heaven to find out "What men live by." He becomes a helper to a shoemaker or cobbler, and after observing for several years, finds that men live by love. As it took this angel several years to find out this great underlying fact, so it takes many human beings a long time to ascertain it. Love is the bottom or central principle, and while there are other influences at work that is always in operation.

A teacher writes that he has had new views of teaching, since observing the way in which a hen acted towards three little chicks that seemed afraid of her. The motherly heart was stirred within the hen, and she put her head down beside the frightened little ones, and turning it sidewise crooned to them affectionate little sounds that they understood. Now, after all that has been said, and can be said about method and principle, it must be said to the teacher that he is to have a heart of love. Methods and principles do but little, but love does a great deal. We educate for love's sake; this generation so loves the children that it spends much time and money on them. It is the heart of love that builds the school-houses.

And so, he who teaches for money is out of place

in the school-room; he must do it for love. Those who ask him to spend his time in the school-room in ministering to the children should support him; it is a true fact they can do no more; to complain that one cannot make money in teaching, is to dis close an unfitness for teaching. The central principle of love must be largely and finely exemplified in the school-room.

DURING these weeks of examinations and closing exercises, it is well to remember that there are things far more essential to success in life than telling all the principal dates in American history. Have the pupils learned to dress properly? Do they come to school with clean hands and faces? Are they more careful about their manners at home, in the school-room, and in the street. A young woman had been educated in a missionary school at Beirut. After she was married, her husband could find no language in which to express his gratitude, for said he, "She don't curse or swear or raise the devil generally; she don't scold and storm and beat the children, and I have not had to beat her once." There are some parts of our country where the first step in education must be taken by teaching the children to dress, eat, walk, and even sleep properly. The true grade of a school in the scale of civilization can be estimated by the school-room itself, and the manners and habits of the pupils in it. The estimation of woman is a certain test of the grade of culture reached. A Moham-medan never mentions a woman unless it is absolutely necessary, and then prefaces the allusion by the expression, "Ajellack Allak"—"May God elevate you above the contamination of so vile a subject." There are things of far more importance in school work than grading, percentages, markings, and averages, and the teacher who finds out what these are and gets them, is reaching a high degree of success.

THE work of training children consists in something more than preventing them from lying, or stealing, or swearing. A dirty child can't be a good child. A boy who doesn't comb his hair or wash his face properly lacks an essential element of godliness. A girl who is satisfied to wear an untidy dress is walking in a dangerous road. When a native of Syria begins to wear a shirt-collar and European shoes and stockings, the people say he has become a Christian. One evidence of the success of missionary work in some parts of the East is seen in the fact that the very finest shoes made are worn by a large proportion of the people in towns. A traveler in Turkey recently said that a Turk sat at the table on the steamer with European and American ladies and gentlemen. They saw him observing them as they were eating, and when they would eat certain kinds of food with a fork which he was about to eat with his knife, he dropped it and took his fork also. So he learned more in those eight days as to the proprieties of life than he had learned in all his life before. He had his wife and daughter on board, veiled of course, and stowed away out of sight, neither of whom could have eaten except with their hands. When it came to the time of disembarking he stood at the other end of the steamer, and they climbed down the ship and into the boat as best they could, and when he thought that the eyes of those who had sat at the table were turned from him, he sneaked down and got in the boat with them. He learned a lesson he will be sure to remember.

THE Republican Convention at Chicago nominated Benjamin Harrison, of Indiana, for President, and Levi P. Morton, of New York, for Vice-President. It has been decided to erect a statue of Horace Greeley in City Hall Park, New York.



## DEGREES FOR GIRLS.

The world is beginning to appreciate girls, but it has been a long time in beginning. 'The latest evidence of this change is seen in the fact that the Normal College of this city has become a real full-fledged college, and will hereafter give its graduates degrees. Mary Smith, B.A. a hundred years ago, would have looked strange, but it isn't quite so odd to-day. Columbia gave a Ph.D last year to a woman, and this year she gave a B.A. The University of the city of New York has a woman post-graduate candidate for the degree of Ph.D., and the people have become quite used to women LL.D.'s and M.D.'s. This is all right. If woman has capacity let her be honored. But after all we can't help thinking that G. W. (good wife) is about as honorable a degree as a woman can earn with the exception of G. M. (good mother). These are honors colleges never give but they are honors nevertheless. Thousands of unmarried women have earned the degree of G. H. K. (good house keepers) or (good home keepers) just as you please. This is a magnificent degree. We know a good hard working girl, not long from the old sod of the Green Isle, who is working hard to earn the degree of G. C. (good cook). This is commendable, for how comfortable it is to sit down after a hard day's work to a well-cooked dinner. We have known several women B. A.'s and M. A.'s who couldn't cook cabbage decently or broil a beefsteak worth a cent. As for making good bread, that was entirely out of the question—an art unlearned, for although they could compound paints and conjugate *tupto* and *rego*, they couldn't mix yeast, salt and flour in cookable and eatable proportions. What knowledge is most worth, for the average young woman, and what degree she should aspire to as the highest honor, are questions not exactly settled in many minds.

## KEEPING IN AFTER SCHOOL.

"An anxious mother" writes us a red hot article concerning a certain teacher who seemed possessed of the very wicked devil of keeping in her pupils until they had learned their lessons. We have so long and so earnestly advocated the abolition of this barbarous practice that we are glad "anxious mother" has given us a text for another sermon; and it shall be a short one. There is neither right nor law on the side of the keeping-in teacher. Her own uneducated will is the only excuse she has. Common sense should compel the abandonment of so injurious a practice. We heard of a teacher who kept in a whole room full of children a full hour after the time of closing, because a few pupils were out of order, and when the father of one of her boys sent a note requesting the releasement of the captivity of his son she peremptorily refused to let him go. We trust there are few such cranks in the school-rooms of the land, but that there is one who has so little sense is a cause for humiliation. Teachers should do the work of the school during school hours both for their own sakes as well as for their pupils'.

## A TEACHER WANTED.

At once! a teacher of capacity, experience, and utterance. Good pay and permanent position. Where? Right where you now are. Sit down and tell the educational world your most successful plans. Don't theorize, or moralize, or argue. Get down to the bed rock of information, *what* do you do, and *how* do you do it. Condense. Condense again, and then condense again, and then send it to us. If we find that it is valuable we will spread it before 20,000 subscribers and 50,000 readers. What will be your reward? The consciousness of having done your generation a good service; the knowledge of having done good. Isn't that enough? What more do you want. There are some who will write a good article, and then chuckling say, "Now that will bring me \$2.50!" O sordid souls! Poor mercenary husks of men and women! Suppose a minister should say, after a successful effort, "That will be worth five ten-dollar gold pieces to me." What sort of a preacher of the gospel would he be? Isn't teaching as good as preaching? If you've got something others ought to have, and it will only cost you an effort to give it to them, what an inexpressibly mean man you are if you refuse to give it. Think of this, you who grasp for the dust, when you send an article to an educational paper. When educational journalism pays, then will be time enough to bleed the journals, but until that good time, good friends, hold up on your demand for greenbacks, and be liberal in your offerings of help.

## NEW IDEAS MAKE TROUBLE.

The ideas of the new education have at last begun to cause trouble in New York City. The attempt to reform education, to put it on the basis of principles is sure to stir up strife. Those who are following the beaten track consider the innovators as iconoclasts; they look on them as wicked people who are striving to destroy the fair fabric they have created. The new education has many friends here in this city; and they being dissatisfied with the methods and results of the schools took the occasion of the election of a superintendent to fight a battle. The conflict raged for some time and at last Mr. Jasper was re-elected by a vote of 9 to 12.

But progress will be made, for the friends of reform will continue to work. Manual training will be put into twelve schools this year; and we are sure that in a few years the lower grades of the primary schools will be kindergartens. We rejoice over every real advance that is made in this great city because it will react powerfully in the country. Our readers know the intense earnestness with which we have advocated the new education, and they will rejoice that this great city which has resisted advancement so long has at last given way. It is not a question of men at all, though it often becomes one that men revolve around. It is not a question with us whether Supt. Jasper retains his post or not, but whether education advances.

## INTELLECTUAL SHORTCAKE.

The girl graduates of grammar school No. 43, this city, in showing their manual training skill recently, cooked a lot of things for the guests, among which was some strawberry shortcake. Thereupon the editor of the *Sun* objects because strawberry shortcake is one of the worst articles of diet made, entirely "unfitted to enter into the cooking education of a grammar school where only the most simple and orthodox processes should be practiced." The *Sun* says that "Boiling potatoes and broiling steaks are occupations worthy of the most advanced experts, and to say truly, surprisingly few who essay such work are honestly up to it. But the manufacture of such unwholesome, eccentric, and dudish compounds as strawberry shortcake, is not to be tolerated in a public school, no matter how delicious or how popular." Our editor does not comprehend that the object of cooking in schools is not gastronomic, but brain culture. The only criticism on the making of shortcake by the pupils of grammar school No. 43 is that it was introduced too soon in the course. The making of this article of food properly, taxes the utmost powers of the human mind. The A. B. C. of cooking consists in washing potatoes, making corn meal batter for the hoe cake, manufacturing a simple flour gravy or a very watery soup. The higher studies in the cooking course are as difficult as the problems of Newton's Principia, or the hazy propositions of La Place. Consider what is proposed in the problem of a shortcake. The pastry on which the berry is placed must be made so as to complement the chemical elements of the berry. The strawberry is acid. How much acid? Here the kind of strawberry must be taken into account. When the cake and berry problem is solved, then the stomach problem must be considered. What is the gastric juice composed of? What the pancreatic? What the intestinal? What effect has the saliva on the food? This is one side of the question, to which the cake and berry side must be made equal. No problem in quadratics is so difficult. It taxes the very highest intellectual powers. The difficulty now with the strawberry shortcake problem is that it has never been adjusted to its stomachic environments, so we say it is indigestible. When the coming professor of cooking has grappled the elements of this proposition and harmonized them, the strawberry shortcake, the Welsh rarebit, the doughnut, and the Yankee apple pie will be robbed of their horrors, and tens of thousands will bless the day when cooking, scientific cooking, was introduced into our schools.

SOME one during the past winter created quite an excitement by declaring that there were only four hundred in all New York City who were entitled to be ranked as among the "first cut" of society. In an article in *Education* for June the number of those who are pre-eminent as educators are made to be ten. Who are these ten? According to Rev. F. H. Kasson, E. E. White, Larkin Dunton, Stanley Hall, W. H. Payne, F. L. Soldan, J. L. Pickard, B. A. Hinsdale, John Swett, and A. J. Rickoff are the ones. Dr. W. T. Harris is then put at the head of all these. If any one had asked

us who the greatest were, we should have been greatly puzzled to answer. We, however, thought there were more than ten or eleven great educators in this great country. It is interesting to know how many there are, and who they are.

## THE NEW YORK SCHOOL JOURNAL.

It is nearly nineteen years since this JOURNAL was founded. Its publishers endeavor to place before its readers the best educational thought of the day. The key-note to its utterance has been the professional improvement of the teacher.

The time has been when almost any young man or woman had ready access to the place of teacher; but that time has nearly passed away; it is no longer enough to know the "three R's"—a knowledge of the science and art of education is demanded. It is this phase of our time that renders the JOURNAL invaluable to teachers. It discusses the performance of school-room work in accordance with the best methods. The methods of good teachers are exhibited; they can be imitated; the principles they follow can be comprehended.

Among the features that will render the JOURNAL in the fall of 1888 most valuable to the teachers are:

1. A series of articles under the general title of SUCCESS IN TEACHING. These will cover the entire field of Language, Numbers, Things, Earth, People, Body, Morals, and Drawing. Each of these will be discussed in an enlightened and clear manner, so that the teacher will be able to make an advance in methods. For, after all, the method is the key; to know principles and neglect methods will not avail.

A strong point in the JOURNAL has been the original and natural method given in it.

2. The subject of Industrial Education is a most important one. The State of New York has taken the lead in authorizing its introduction into the schools. It will be but a short time before others still will follow. There is a pressing demand now for teachers who understand the subject. Who does understand it, so that practically he can instruct others?

The JOURNAL has been an advocate of manual training when it raised a laugh of derision. Now, when its value has been recognized it will discuss the subject, so as to aid the progressive teacher.

3. In addition to numerous papers to aid in practical school-room work there will be once each month a Supplement containing a complete article on some one subject, covering several pages. These supplements will be themselves worth the price of the paper.

The first Supplement will appear in September and will be from the gifted pen of Mr. James L. Hughes of Toronto, Canada, and will be entitled "Order." Mr. Hughes is the author of "Mistakes in Teaching," so widely and favorably known.

In October will commence a valuable series of articles, from the pen of Dr. Jerome Allen, author of "Mind Studies for Young Teachers," entitled "Temperament in Education." These will be extremely valuable.

In November another valuable new article from Mr. Hughes entitled "Object Teaching" will appear.

4. A *Course of Study for Teachers* will be laid out, and instruction given to enable a reader to make professional advancement. There is no reason why a young man should attend a medical college, for example, and then stop; and a professional man and a teacher with equal knowledge and culture have no standing whatever. It will be one of the great objects aimed at by the JOURNAL to point out the methods by which the grand work of teaching can be elevated to a profession.

The intention of the publishers is to make the JOURNAL a paper that no progressive teacher can afford to be without. Eighteen years have been devoted to accumulating materials bearing on the subject of education; its editors are experienced and enthusiastic normal school men. They labor incessantly to make a paper that will be of service to the earnest teacher.

The JOURNAL is now a most successful paper, having the largest circulation of any weekly paper devoted to education in the world. It has this because it deserves it.

There comes from time to time the most convincing testimony that the JOURNAL has been the means of advancement to places of largely increased remuneration. Those who hold important places owe their holding power to ideas that come from its pages.

THERE is time yet for many more to get their tickets for California. All who are going should let the brethren know on the other side of the mountains, so that arrangements may be made for their comfort. Address Supt. F. M. Campbell, of Oakland, Cal., if you cannot think of any other man; he is a splendid fellow.



THE editors are grateful for the many kind words that come to them, assuring them of hearty appreciation. We have done what has been in our power to make education a better, a nobler, a more attractive work, and we welcome the helping hands that have been extended. The JOURNAL is in a high state of prosperity, and is in a condition to do more for the teachers and schools than ever. Whenever our readers can help forward our subscription list let them do it; it will come back many fold in the elevation of the profession.

THE question is already being asked, "Who is to be the next president of the National Teachers' Association?" It is quite likely that the California teachers, as they will be out in force, will settle that question. If the most popular man is elected, it looks as though it would be Supt. Fred. M. Campbell, of Oakland.

COMMISSIONER DODGE of the board of education of this city, recently said:

"I came into the board of education with three distinct objects in view: to remember my oath of office, which means to sustain the manual of the board of education in all its details; to think of the 300,000 children in the public schools, and in all respects to consider what is wisest and best for them; to be loyal to the 4,000 teachers, and to think of myself as representing 3,500 women teachers."

This is a sound platform.

CHILDREN in one school in the tenth ward of this city learn to read by gas-light. Better ten thousand times ten thousand times, that they should not learn to read at all. It is better for a human being to grow up ignorant of a single word, seeing, than to learn to read, and go it blind ever after. There is something better than learning to read.

DR. TALMAGE told this story at Louisville, Ky., the other day: "Once there were a number of men, solemn and sedate, and an old woman at a meeting. The first man got up and said: 'Oh! yes: I am in a ship sailing straight to heaven, and my bark is sailing fast. I'm going at the rate of seventeen knots an hour, and I'll soon be near the shore.' The second, to slightly overcome the former professor, said: 'Yes, I'm sailing home, my ship is going forty knots an hour, and I'll soon be near the shore.' The old lady listened carefully at every word, and when the men had pictured their religion on their ships, she got up and said: 'Well, you all are gettin' long mighty fast. I have been a goin' to heaven for seventy years, and I've walked all the way. If I get there at all I'll walk the rest of the way, and all I've got to say to you men is, that if you get to goin' much faster you'll bust your bilers, and you won't git there 'tall.' There is a good application here that teachers can make."

THE uniform examinations instituted by State Supt. Draper, are now adopted by 108 of the 113 school commissioners. The dates for second and third grade examinations are Aug. 14, Sept. 1, 11, Oct. 6, and Nov. 3. For first grade certificates, Aug. 14 and 15. About 80 per cent. of all certificates granted are third grade; these are good for six months.

NUMEROUS reports of the closing exercises of colleges, academies, and schools lie on our table, but it will be impossible to find space for them. It is probable that a daily edition of the JOURNAL might mention these exercises appropriately. We beg our friends to permit us to say, that we would be more pleased than any one else if there was room fitly to represent to the public the evidence of prosperity in their institutions.

A YOUNG school teacher was frightened to death by her brother and some other boys at Bird's-eye, Ind.

UP in Janesville, Wisconsin, the Roman Catholics have brought a civil suit to prevent the reading of our English version of the Bible in the public schools of the city, upon the ground that that version is incomplete and unauthorized by the Catholic Church, and that to read it is to give to the pupils of these schools such "sectarian instruction" as is forbidden by the laws of the state.

THE Princess Isabella, of Brazil, is credited with a large part in the work of completing the abolition of slavery in her country. Left in charge of the government upon the departure of the Emperor for Europe in July of last year, she at once determined to make good use of her regency by effecting an immediate abolition of slavery. By her personal influence she secured the passage of a bill, and now she takes her place in history among the great emancipators.



HON. JOHN SWETT.

John Swett was born at Pittsfield, N. H., in 1830. His father, who was both teacher and farmer, died when his son John was twelve years of age. The latter, left with only a few hundred dollars, had to work his own way. For two years, in the spring and summer, he worked on his uncle's farm, went to the Pittsfield Academy in the "fall term," and taught school in the winter. After attending the district school and the village academy until he was sixteen, he went to Pembroke Academy in New Hampshire, the school that his father had attended.

During his stay here, he taught his first school, at the age of seventeen. He says of this event: "Near the close of the 'fall term' a school trustee of a neighboring district called on the principal in search of a teacher. Principal Jonathan Tenney recommended me. I was engaged in five minutes, at ten dollars a month and board."

I was just seventeen, and small of my age. Going to school on a winter morning, I was hailed by an old farmer with:

'Hello, my boy, who teaches your school this winter?' 'I do, sir,' was the reply, whereat he grinned a ghastly smile.

My school numbered about thirty pupils, some of them older than myself, but I had no trouble about discipline. I read *The School and the Schoolmaster*, by George W. Emerson, and this was all the normal training I had, to begin with."

His next school was at Randolph, Mass., and while there he heard lectures by Ralph Waldo Emerson and Theodore Parker. He says: "These lectures were an epoch in my intellectual life. They led me to read everything I could get hold of from the pens of these two great thinkers."

He next attended for six months Prof. William Russell's Normal Institute at Reed's Ferry, N. H. There he met Dana P. Colburn, who was the teacher of arithmetic, and a student of elocution. His acquaintance with Professor Russell formed an era in his educational career.

In 1852 he went to California via Cape Horn. After working three months in a mine, and twice as long on a farm, he went to San Francisco, where, after some delay and disappointment, he obtained the position of teacher of an ungraded school. Here was a chance to prove his energy and originality. The school was two years old, and thus far had been a failure. The building was not much better than a hovel, and had but two rooms. In one year a new building, containing three departments, was dedicated. Three months later the first of a series of public exercises was given, and the

custom was continued each term as long as he taught the school. These exercises, many of them new features in the public schools, consisted of select readings, declamations, dramatic renderings, calisthenics, gymnastic and phonic drills, and songs. While teaching, Mr. Swett wrote much upon educational topics of vital interest.

After seven years of work, during which his school became very large and successful, he resigned, to take the position of state superintendent of public instruction of California. The Legislature had just granted a small appropriation for a State Normal School. Supt. Swett secured larger appropriations, and soon the school had one hundred pupils.

In 1863 he gave a long and eloquent address on the subject of a state tax for the support of schools. A petition was formed, and six thousand voters signed it. Another important measure acted upon at this meeting related to a state school journal. The matter was discussed, and a committee was appointed. Thus the *California Teacher* was started, with Mr. Swett as chief editor, and he held the position for five years. Two other important movements, the organization of the State Educational Society, and the adoption of a state series of text-books, resulted from this meeting. Mr. Swett effected many reforms during his terms of office. The school revenue was nearly doubled, all public schools were made entirely free, the legal rights of colored children were recognized, a uniform course of study and text-books was adopted, and teaching was made a legal profession.

Besides this, the schools had taken a stronger hold on public opinion, and there was greater skill, earnestness, and ability of teachers; improvements in methods of instruction and classification; greater enthusiasm and interest of pupils; better books; greater interest of parents, and the civilizing agency of good schools all over the state.

In 1867 Mr. Swett was renominated, but was defeated. At the expiration of his term of office, December, 1867, he was elected principal of the Denman Grammar School of San Francisco. In 1871 he accepted the appointment of deputy superintendent of schools in San Francisco, which position he held three years. While in this office he reorganized the city evening schools, classified and graded them, and introduced drawing and book-keeping on a larger scale than they had before been taught. The annual examination of teachers had been abolished before this, partly through the influence of his vigorous and sarcastic remarks on the subject. He next attacked the subject of the "Annual Election of Teachers." He says (*History of Public School System*): "From 1850 to 1870, at the end of each year, all positions were declared vacant, and there was a general scramble for a 'new deal.' Occasionally there was the war-cry, 'To the victors belong the spoils.' If a director had a spite against some unfortunate pedagogue, vengeance descended when the board went into star-chamber sessions for the 'Annual Election of Teachers.' The doors of the star-chamber were besieged till midnight by anxious teachers waiting to know their fate. This senseless annual insult to a whole body of teachers originated in the New England district schools, when they were kept but part of a year, and when, of course, new teachers had to be elected. Strange as it may seem, it has been handed down from father to son, as a precious heirloom, and is still the law of nearly every city, town, and district in the United States, San Francisco excepted." Through his efforts the annual elections were abolished in 1870.

In 1876 he was promoted to the principalship of the Girls' High School, his present position. In 1876 he established the City Normal School, which has been very successful.

Mr. Swett has found time for considerable literary work. His first book was "School Readings," containing poetical selections, especially patriotic pieces. His second was "Examination Questions," covering grammar school work in arithmetic. He assisted Mr. Swinton in preparing his series of language-books and geographies. In 1876 he published a "History of the Public School System of California." Two years later he published his "Normal Word-Book," embracing spelling, defining, word analysis, and synonyms, for use in grammar, normal, and high schools. In 1880 his book on "Methods of Teaching" was issued. Its quotations



from the advanced educators of the nineteenth century show how extensive his reading has been in this direction.

Superintendent Swett's whole work shows what can be done by courage, perseverance, an indomitable will, and a high purpose. He has accomplished much that he set himself to do, and is still working to bring about his ideal of the best educational system.

#### BRIEF ITEMS.

SUPT. W. A. WETZEL, East Portland, Oregon, has been elected to the office of county superintendent.

ORION NORMAL COLLEGE, Troy, Tenn., a school for both sexes, offers all courses, including instruction in music and art. Fred J. Page, L. I., president.

THE annual exhibition of the work done by pupils at the Chicago Manual Training School occurred recently. The graduating exercises took place June 20.

THE commencement exercises of Aiken Institute, at Aiken, S. C., were held June 14.

IN the *Educational Times* of London, England, of June 1, there is a lecture by Rev. R. H. Quick, author of "Educational Reformers," in which he speaks approvingly of Prof. Seeley's *Grube Method* published by E. L. Kellogg & Co.

THE Lee County Normal Institute will begin a three weeks' session, at Fort Madison, Wis., July 9. The instructors are Professors N. C. Campbell, R. S. Davis, C. H. Peirce, and Mrs. Minnie T. Hatch. Among the lecturers are Hon. Henry Sabin, State Superintendent; Prof. L. F. Parker, Iowa City; and Prof. J. L. Burritt, Bayonne, N. J. Good men.

SUPT. ELLIS of Rochester, N. Y., has been unanimously re-elected to the office he has filled so acceptably.

AN inter-county normal institute met at Greenville, S. C., June 25.

THE summer session of the Normal Institute to be held at Carthage, Mo., for four weeks beginning July 30, promises to be as satisfactory as that held last year. The very best instructors have been engaged.

SUPT. JAMES MACALLISTER has begun making a permanent collection of articles shown in the recent public school exhibition of industrial work.

SUPT. W. E. ANDERSON has been re-elected city superintendent of Milwaukee schools.

To our regular advertisers is largely due the credit of making such a journal as this possible. This number is largely given up to their announcements, though the amount of reading matter is not diminished, but doubled. This 44-page paper has in size been seldom equaled. The great value of the material, as well as the importance of the publishers' announcements, will mark it for preservation.

DR. WOODS HUTCHINSON, in an article in the *North American Review*, deprecates the fact that American boys are so generally under the influence of female teachers in the public schools. It would seem, then, that God must have made a mistake when He invented mothers.  
T. F. SEWARD.

THE editors of the JOURNAL take their usual short rest the two last weeks of July this year. By this arrangement the important proceedings of the National Association will be printed as soon as the report can reach New York City, in the August 4 issue. Therefore, please remember that the JOURNAL will not be issued on July and 28.

WISCONSIN SUMMER SCHOOL FOR TEACHERS.  
MADISON, JULY 10—AUG. 7.

A school of Science and Pedagogy will be established at the State University under the direction of President T. C. Chamberlin. Courses in Psychology, Pedagogy, Chemistry, Physiology, Zoology, Botany, Physics, and Physical Geography, in charge of eminent teachers, are offered. The Madison City Library as well as that of the State Historical Society will be accessible to students. For information address Prof. J. W. Stearns, Madison, or Supt. C. H. Keyes, Janesville, Wis.



SUPT. FRANK B. GAULT,

TACOMA, WASHINGTON TERRITORY.

Contributed by the courtesy of an Iowa friend.

Supt. Gault was born May 2, 1851, near Wooster, Ohio. His parents moved to Eastern Iowa, in 1854, when there was not a mile of railroad in operation West of the Mississippi. Reared and educated in the West he has confined his activities to that region, and is thoroughly in sympathy with thought, enterprise and customs there. He attended his first school when eight years of age. The school-house was primitive, rudely furnished, and the school was "kept." The methods were severely "natural," the spontaneity of childhood was not repressed; there was manual training, too, for the "big" boys took "turns" in chopping the wood, and the little boys carried it in, and the "big" girls swept the school-house at "noonings," and the teachers "boarded round." It was a free "pitch in" for everybody; there were no conventionalities to obstruct the work. The pupils learned much under the simple instruction of the spinster teacher, and soon noble boys and girls were taught their *a-b abs* in that primitive fashion in those pioneer days. The school-house was built, and the school supported by private subscriptions from the farmers of the community, before the public school money was available. He was fitted for college in the Normal School of the neighboring village of Monticello, then under the able management of Dr. Jerome Allen of this JOURNAL. It was the association with this instructor that laid the foundations of his subsequent career as a teacher. In those days Jerome Allen, Jonathan Piper and State Superintendent Kissell, were among the leading educational spirits of Iowa, and from the institute instruction, lectures and personal contact with these men, together with their kindly interest in the awakening ambition of a young man, much inspiration was derived. The debt of gratitude is cordially acknowledged.

His first term of school was taught when he was seventeen years old. He graduated from Cornell College, Mt. Vernon, Iowa, in 1877, having paid his way through by teaching and other work. A few days subsequent to his graduation he went into the fields and earned the money to take him to his field of labor, Tama City, Iowa. He took charge of the schools at Mason City, Iowa, in the fall of '81, and went thence to Pueblo in the spring of '83. Each removal was caused by a marked increase of salary, and the offer of a larger field of labor, and each time he declined a re-election and increase of salary to remain. He recently returned from Tacoma, Wash. Ter., where he went to inspect the field before accepting an offer from the board of education of that place. Being favorably impressed with the material prospects of that growing city, and the opportunities for successful school-work, he accepted the offer, and will enter upon his duties as superintendent in September.

In the class-room, in the teachers' institute, as a superintendent, and as a writer he has won great success. He has been offered college professorships several times, but prefers public school-work. We hazard nothing in saying that Supt. Gault will make his mark in Washington Territory. His thorough knowledge of the wants of growing communities and his hard sense, cultured by education and experience, cannot fail of giving him great influence.

THE JOURNAL will not be published for July 21 and 28.

#### MEMORY.

By HON. B. G. NORTHROP.

It was once said, there is nothing great in the world but man! There is nothing really great in the world but the mind, and nothing really great in the mind but memory.

Memory may be divided into three principal channels—receptivity, classification, and readiness. The most important aid to memory is the ear. It is the habit of observing, investigation—curiosity as is called, that is of the greatest value, and it should be encouraged.

Spelling was once thought to be the pronouncing of the letters till you could remember them. I would have children look at the words till they could draw them from memory.

The early life memory is circumstantial, later philosophical.

The study of objects depends upon the quick determination of color.

There is too much attention given to the perplexities of arithmetic and not enough to the ground rules.

There is no more necessity for making an error in addition than in reading.

Don't read any faster than your mind can follow the thought.

Language is the grandest product of all the human mind.

Conversation as a high art is grander than music, painting, or sculpture.

Accurate perceptions are necessary to clear conceptions.

The child who learns to see properly is gaining treasures of knowledge.

Knowledge is essential to education, but it does not constitute it.

A farmer might as well sow without plowing, as a teacher to instruct without awakening a thirst for knowledge.

Any one who can concentrate his thoughts for fifteen minutes is properly educated.

Will is the regal property of the human mind.

The man who is achieving results is not bragging about it.

A well classified mind is like a perfect mineral cabinet.

#### A FEW THOUGHTS SUGGESTED BY EDUCATIONAL IDEALS.

By MISS MARY L. P. SHATTUCK, Bridgeport, Conn.

The Greek looked within. To be was his idea. Every effort was made to be beautiful in form and soul. A beautiful soul and a beautiful body was the passion of Athens. This course of training with beauty as the object was of course defective. The Greek philosophers left the gods and discovered God, but they did not discover the law of brotherly love. Rome was universal in her tendencies. In her later days luxurious degradation drew idle, youthful students to Greece. What was lofty to the Greeks degenerated into a pastime for sterner Rome. Egypt had found the conquest of death and destruction impossible, and Rome could not solve the problem of life. Though discovering partial truth, they had not discovered universal brotherhood. The Hebrews were taught to bow before God, but they expected material reward. The Jew had but a dim perception of the truth, which he guarded. Gradually he grew beyond this narrow conception. He finds it is not for material benefit, but God's will, and is able to say "Though he slay me, yet will I trust him." He also says, "If it be possible for me, why not for all men?" and thus reaches the divine idea of universal brotherhood. Viewed as a teacher only, the Christ is a profound study for our profession. Imagine Him coming down from the Mount to teach the people. Conceive, if you can, the thought animated by the beautiful truth and spirit. Then as in the prophetic vision he saw the trouble of the coming ages, and he promised as a reward for those who should endeavor for righteousness' sake, the Kingdom of Heaven. Education leads to the new idea, I am the Life. Already we see this idea reflected in philanthropic enterprise. No cry for help can now be lost. Utility and Progress are the watchwords of the day, and above this stand the matchless words, I am the Life. If the life of the family be social purity, how can the public schools be faithful if they follow any lower standard than character building?

The preceding was quoted from addresses made at the recent meeting of the Fairfield County (Conn.) Teachers' Association. The meeting was very successful, about 400 teachers being present. We regret that a full account has not been received by us.



## THE STUDY OF CHILDREN'S MINDS.

By MAY MACKINTOSH.

To every child there are two main possibilities bounding its horizon—the great height to which it can attain—the lowest depth to which it can sink—with an innumerable host of intermediate ones, approaching more or less nearly to either extreme.

While probably few human beings have reached one or the other extreme, yet the contemplation of slightly exaggerated possibilities may be helpful by giving opportunity for more careful discrimination. The artist casts into strong relief that point of his design to which he wishes to call attention; the speaker, subordinates everything to the climax of his speech, so as to deliver his main thought with most telling effect. Therefore it will be easier to discover our general principles by a study of the modes in which ordinary minds work when excited by special or even extraordinary circumstances. For, it is the unusual which calls forth alike the strength and the weakness of each character. Look at this quiet youth or maiden, who, unnoticed before, steps forth at the moment of danger as the leader to whom all look for orders, and whom all obey. Or look at that brilliant student, or this fascinating young girl, each the admiration of their respective circle till the trial comes which finds out the weak spot in their armor.

So in school each unexpected incident, (and no school can be so perfectly graded and disciplined as to have none such, nor should it be so)—each special happening may be used as the teacher's opportunity of observation of her pupils' fitness to form independent judgments, and to perform acts undictated save by their innate sense of right.

A child faints—which scholar becomes hysterical, and loses presence of mind and which knows what to do, or even thinks, if the teacher is absent, of calling her? Life is full of small emergencies; and that is the most successful career which is least disturbed by unforeseen happenings, during its progress to the goal of right. By this, I mean to indicate, not the unsympathetic temperament, but that constant mental attitude which masters circumstances, and is not mastered by them. And the strongest characters, if rightly developed, have the strongest sympathies—hearts "at leisure from themselves to soothe and sympathize."

Or, there is a great fire; and no other topic is discussed, for a day or two, at recess, and before school. Which children are interested in the sensational and horrible details; which, shrinking from these, pity the sufferers, and wish to help them?

Or, a theft is discovered in school. Which child thinks most of the shame of discovery? and which abhors the crime?

These are a few of many instances which give the clue to the social elements of character and mental power; and just here I should like to mention my conviction that, before our little ones are old men and women, much more of the science of social life will be taught in our schools. But before this can be beneficial, the science of political economy must be re-modeled in accordance with a theory which takes into account the intelligent nature of human units with which it deals. At present, it makes arbitrary rules for men as if each one of them was a part of an immense machine, only to be considered for the work that can be got out of it.

Poets, and in these days, novelists, have the honor of inaugurating most reforms, and Thomas Hood, of the former class, and Walter Besant, of the latter, have done noble work in pointing out the true relationship between rich and poor. "All Sorts and Conditions of Men" (Walter Besant and James Rice), "All in a Garden Fair," and the "Children of Gibeon" (by Walter Besant only) stir the heart to its depths in thinking of what is, and of what might be.

Again, the differences in ease of mental acquirement are very marked, and comparatively few teachers will be ignorant of these. But I believe it to be the teacher's duty to note all such differences; and, when the child leaves her class, or the school, give to the most interested persons, her estimate of its powers and tendencies. True, one teacher may be mistaken, in part, but yet the different estimates of all the child's teachers will lead to a truer understanding of its character as a whole, and of the part it will be fitted to take in the work of the world.

Here is a little boy of nine, with fine reasoning powers, but slow and dreamy at times, as befits the little artist that he is. His is the brain that thinks, as well as the hand that executes. What will his future be?

This one is a little girl who already manifests a perfect genius for motherhood. She "keeps house" in

structures which the boys are delighted to build for her; and in all relating to her special province her decisions are received as absolute.

Yet another little girl is noted for her skillful little hands and graceful movements. Boys and girls alike choose her as the leader in many of their games, and she accepts as unconsciously as possible. Here is one who will not only be the darling of the home, but the queen of society; and a queen who, if she fulfills the promise of her childhood, will rule her kingdom wisely and well. This little girl has a very marked sense of humor, enjoying heartily the fun in things not appreciated by duller-witted children. At such times her laugh is a merry peal, so contagious that it rarely fails to provoke an answering smile.

Here is a boy, merry, good-natured, and deliberate, even to the point of laziness, (the brother of the artist-thinker) a boy, however, that enjoys wrestling and all trials of strength; but, with all, loving as a little girl to his older brother, kissing him in passing into and out of his class, without a touch of self-consciousness.

And here are my little sunbeam, and my little angel, side by side. The sunbeam is just a natural little girl, always happy and good-tempered. (I have a boy—sunbeam, too, happy teacher that I am!) The angel is a child who lives in an atmosphere of pure thoughts and motives, and who is almost too thoughtful, and considerate of others for a mere child. Her greatest happiness is to do something to make poor children happier. Here, if she is spared for a useful womanhood, is the future modest philanthropist whom no cold-blooded maxims of political economy will satisfy.

And lastly, here is the little girl who is patient, plodding, of good abilities, but so easily discouraged, even to the point of tears. This brings us to the effect of home influences, which in this case are poor, and the cause of much of the trouble. Such influences are a very important factor in the formation of character, and should not long remain an unknown quantity to the teacher who aims to prepare the child for a happy and useful life. Nothing can destroy the deeply-rooted effects of an unhappy childhood.

In one of the books already quoted, "All in a Garden Fair," the wise old teacher, Hector Philipon, sends the two boys, Will and Allen, to walk through the poor quarters of London, and to look with seeing eyes, until the sad meaning of the whole took possession of them. This gives us the first general principle:

Observe—not in cold blood, but filled with the enthusiasm of one who seeks to save what is most precious in each child's life. Think of the happiness we feel when we ourselves are understood by our friends, and sometimes, the teacher is the child's only chance for happiness in this world.

The second principle, naturally following the first, is: "Put yourself in the child's place."

Observation, quickened by sympathy, has supplied the facts; now we must look at the possibilities from the child's standpoint.

Third principle:

Judgment as to the best course of training to open out these possibilities, with full recognition of the difficulties caused by the fact that the child's idea of what is best, and your decision, may not always coincide. Here, faith in the teacher's good intentions must be cultivated, or all this study of the child will lead to no practical results.

To recapitulate then—

1. Observation, with sympathy.
2. Identification with the child's interests.
3. Choice of the best possibilities for further observation and training.

Of course, the teacher's influence is but one of many educative powers, for good or for evil, that are actively molding the child's character, and forms of feeling, thinking, and willing; but it should at least be said of her,—"She hath done what she could!"

I have not taken up the subject as developing from the study of any handbook of psychology. If we observe our children, we become interested in them, interest soon changes to warm affection, and love not only "hopeth all things" and "beareth all things," but it also learns all things that can further the welfare of its objects. By observation, we become conscious of the fundamental facts of psychology, and then, and not till then, when we feel its need, should we seek the aid of books to name and classify these facts.

So will our work be alive and fruitful, and the unfamiliar phraseology be illumined by that panacea of all ills—illustration by concrete examples—as John's power of discrimination, Sadie's will, and Willie's power of attention and concentration.

## CHARACTER AS A OBJECT OF SCHOOL EDUCATION.

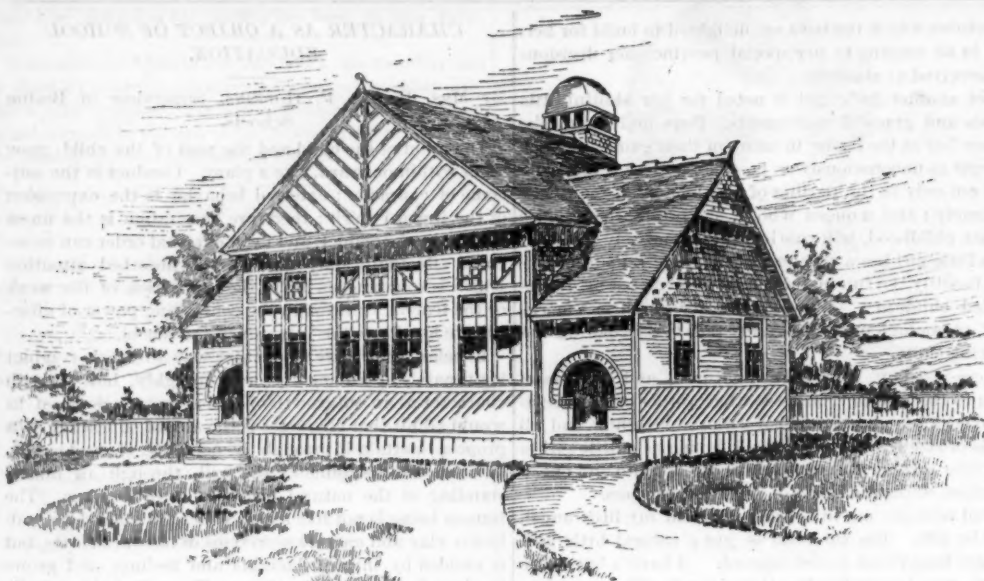
By MRS. LOUISE P. HOPKINS, Supervisor of Boston Schools.

The mind of the child and the soul of the child grow from within outward, like a plant. Conduct is the outcome of character; external behavior is the expression of the inward spirit; therefore inspiration is the finest regulator of conduct, and even external order can be secured effectually only through the absorbed attention which is spontaneous under the inspiration of the work or the teacher or through the controlling power of affectionate loyalty to the interests of the school.

I declare that there is no other way to reach conduct legitimately, permanently or thoroughly, but through character as an outgrowth of soul-activity. Some of us would admit that character is the aim of education, but propose to attain it through the accretion of good habits, through the discipline of the will, through an understanding of the natural penalties of broken law. The human being is not like a clod which rolls amid the adhesive clay and gathers accretions of outward forms, but is molded by inward thoughts and feelings, and grows by the exercise of its functions. The will, habit, obedience to law, are strong factors in the building up of character, but even they are in a measure external. The conscious will is a very unreliable element in moral action; as a physiological process it comes into play only in those channels of vibration which the unconscious will has opened; when aroused and applied to brain activity it often comes to a point of equilibrium with opposing vibrations, until some overpowering wave of absorbed emotion clears the way for the action of the unconscious will and the work is accomplished by inspiration which could not be even begun by resolve. Tell your pupils twenty times to stand erect, to march in exact step, to keep in line, to be quiet in their files, and with the best intention in the world there will be more or less disorder and irregularity; but strike up a lively tune, beat the stirring drum, absorb their attention, harmonize their movements unconsciously, and perfection of detail is at once accomplished. Or, suppose a pupil listlessly turning over the leaves of his book, sitting slovenly and passively at his desk. You know that to try to arouse his will is not so effectual an instigation to real study as some strong motive to ambition, some sudden accession of real interest in his subject, or some arousing of his whole nature by an absorbing idea. This is one of the lessons I wish our teachers could learn, how ineffectual is their endless fault-finding and trivial correction to secure good order; how paralyzing their nervous chatter or impatient scolding becomes to the real power of the pupils for doing what is urged upon them; how much more to the purpose is one wave of enthusiastic interest than a thousand scattering drops of expostulation and reprimand! and I wish that we could all observe how futile is most of our endeavors to awaken the sense of duty without having first aroused the affections in either their human or divine relations. Habits have their accumulative power, but outward habit is as nothing before inward habit; it is the habit of thought, of feeling, of desire and affection, that overcomes at last and makes the man what he is. It is the activity of the soul-functions that contributes to the growth of the soul, and to the organic result of character.

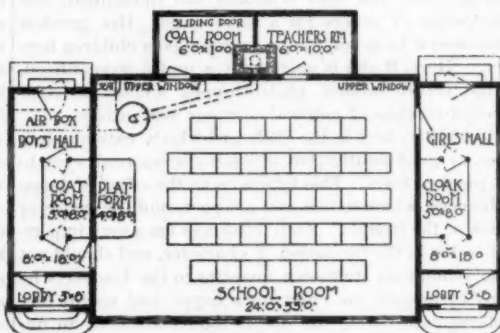
I confess to undying enthusiasms about methods of intellectual instruction, about courses of study, about all the law and sequence of mental growth, and as I follow my present duty as a school official I find myself quick to remark all that, to enjoy the work that is done in the best way, to be glad when I see the end easily attained, and I exult that the art of teaching is recognized as an art, that we are beginning to understand the principles of mind-development, and that school education is assuming the proportions of a science. But more and more I am oppressed with a sense of my responsibility in demanding character as the supreme object of all this complex effort and expenditure; character as the goal to which we must lead these three hundred and fifty thousand children of the state. I welcome the intellectual and manual training because they are the adjuncts and ministering servants of soul-culture, which alone tends to character. I welcome the prospect of that complete ideal of education which starts equally with each of the three elements of the child's being,—body, mind and soul,—and develops them from infancy in their natural order,—which offers to the mind perceptions and to the heart sentiments,—which attempts to aid the struggle of the soul as well as of the mind and body in the earliest period of life,—which presents the forms of nature to the child as images of the thought of God, which fos-





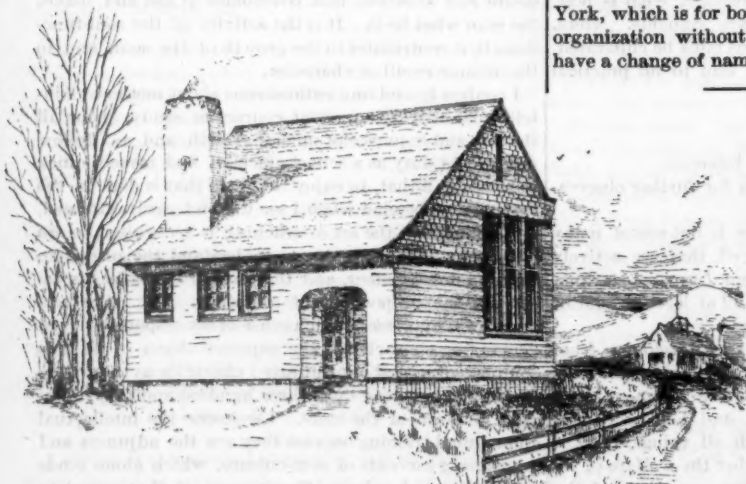
SCHOOL-HOUSE PLAN, -I.

ters the child's faith in unseen realities and unciphered verities and develops his intuitive belief in a Heavenly Father. You know I refer to the Kindergarten that seems to have rediscovered the secret of Greek culture,—the harmony and consecration of educative methods. I hail the day when it shall start every activity of child-nature on the basis of the supreme importance of character; I hail the day when it shall teach our teachers how to treat the forms of life which they study with reverence, as the design and pattern of God's infinitude of power and love, when natural science and observation work shall minister above all to the soul and fix its divine attachments. I bless the day when its methods of love shall creep into the primary schools and climb up into the great grammar schools; then no longer shall the impatient frown, the angry gesture, the attitude of disgust, the cruel word, or the stroke of the rattan express the relations of the teacher to her class. O, what a day of vantage will that be for our schools, when our teacher, in every grade, shall feel free to work for character, not covertly, not incidentally and waveringly, but, openly explicitly, steadily and confidently as well as wisely. Then education would be complete, the divine idea of childhood would blossom out in all its activities, and the law of development would be obeyed: true growth would be displayed in the child, as in the flower, by the symmetry and right order of its parts,—by the beauty of its complex unity. This, then, is the burden of my message to you, fellow-workers; if ever a generation of men and women needed to exalt character as the supreme object of education, it is ours. If ever a responsibility for the future of a great nation in the midst of its travail, in the crisis of its formative agitation, in the crucible of its al-

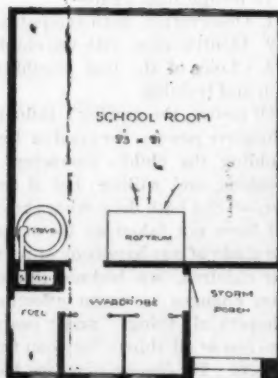


system; an ideal that has for its lofty and inspiring standard, character as the grand, inclusive and supreme object of a harmonious education.

We hope the Normal College of this city will hereafter be a college, according to the accepted meaning of that word: in fact, just as much a college for girls as the College of New York is for boys. Why not drop the "Normal"? Why not make it an academic institution? The city needs it and will support it. The girls of New York must have the means of getting a higher education, and here is an excellent place. By all means change the name. Dr. Hunter says he has found that heretofore when the students reached the junior year that twenty-five per cent. of them never intended to teach, and thus the department of pedagogy, or the theory and practice of teaching, was burdened with a number of pupils who took no interest in professional teaching. The new law places the Normal College upon the same footing with the College of the City of New York, which is for boys. It is a change of system and organization without a change of name. Now let us have a change of name.



SCHOOL-HOUSE PLAN, -II.



chemizing fires,—if ever such a responsibility weighed heavily upon its educative, eliminative and assimilative powers,—that responsibility weighs down upon you and me, this day and this hour,—a responsibility for holding up the highest and truest ideal of a national educational

A small four-page paper, *The North Star*, is published monthly at Sitka, Alaska, in the interests of the schools and missions of that territory. It is an indication of enterprise, and shows that the newspaper has already extended its triumphs a long distance toward the North Pole.

## GOOD SCHOOL-HOUSES.

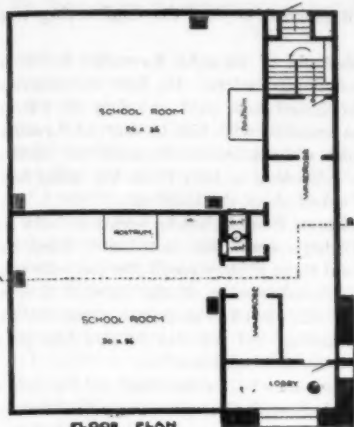
As good dwelling houses for everybody, even though small, show the progress of civilization, so good school-houses in all districts, even though cheap, show the progress of education. The old barn structures of the last generation are going. When the last one is pulled down or burned up there ought to be a jubilee. The pictures of the beautiful buildings we give in these pages are selected from a large number of the best, for which the State of New York has recently awarded special prizes. A bill authorizing their payment was passed by the legislature of this state, a year ago, but only recently have the plans been available for general purposes. Nothing better can be found. Look at Plan I. Its general appearance is pleasing, its arrangement perfect, the light is sufficient, the entrances large and convenient, and the cost moderate. There are some things that cannot be represented here, for instance, the ventilation, the manner of finishing, the painting, etc. But the main thing is here, and what a beauty it would be by the side of a country road, surrounded by trees, with beautiful flower beds in front, and a well kept lawn all around it! There is civilization in these buildings, yes, morality and religion too! For what conduces more to the betterment of the world than well appointed public buildings? The tone of society is indicated in them. Whenever those who are low down come within the influence of what is excellent they are raised to a higher level. Plan II. is a smaller building. How unlike the old red school-house at the cross-roads? Yet its cost is but little more. There is a storm porch, wardrobe, fuel closet, and a ventilating shaft. It looks like civilization. But how about Plan III.? Somebody may say it looks like an old mill. More like a modern artistic dwelling house. The world is getting out of the ruts of the past, when a dry goods box was the pattern of both the church and the school-house. The old mill was far handsomer than the old church. There was beauty in the natural surroundings of the mill, but none in the meeting house perched on the top of a bare hill, surrounded by its rectangular rows of horse sheds. The teacher who creates ideals of beauty in any community is doing a magnificent work. Reading, writing, and arithmetic are necessary, yes, essential, but there's something better. What is it, do you ask? Ideas of fitness, harmony, beauty and loveliness. These elevate human nature. We must eat, but how? Like a savage? Like a half civilized boor? Like a poor low down Turk? These people eat, sleep, and dress, but how? That's the question, How? A teacher has a school, but in what? A rickety barn-like building that looks as though it has survived the shock of former wars? There he may "teach" ever so skilfully, but he will fail in the end of giving what his pupils most need in order to make them good, true, kind, honest, brave and really beautiful. These school-house plans are moral lessons. As such we give them.

## A SOCIETY WORTH NOTICING.

The organization of a society for the reformation of the schools of this city is a movement that will be watched with intense interest by intelligent men and women all over the world. New York City is the center of learning, enterprise, and business of this Western Continent. Within a radius of twenty miles of our post-office there are more than two-and-a-half million of human beings. Many of the schools in this region are conducted on a grand scale. Excellent salaries are paid both to supervising officers and principals, and the positions and salaries of the working teachers are more permanently assured than any where else in America. The teachers constitute several full regiments of a thousand each, and the united force of pupils in daily school attendance, if marshaled in one body, would form the grandest army of youth the world has ever seen. It is of untold importance that these teachers, these officers, and these schools should be the best. Vast wealth is in our hands. The trade of the world seeks entrance at our port. The nations of Europe, Asia, and Africa are largely represented on our streets, and in our houses. If there is a suspicion that our schools are not what they ought to be, there should at once be an investigation that will settle, at least for a decade, the charge that they are not. Our readers will watch with deep interest the progress of this movement.

The SCHOOL JOURNAL rejoices in the consciousness of having for years been in the fore ranks of the body of educational reformers, and now that the people have taken hold of this subject in real earnestness, it does not intend to be left in the rear.





SCHOOL-HOUSE PLAN.—III.

### A GENERAL EXERCISE ON PATRICK HENRY. FOR READING IN CLASS.

By FRANK H. KASSON, A. M.

NOTE.—This life is excellently written, and if it is read in a proper manner the exercise can not fail to create great interest in the minds of pupils. At the close, the whole can be reproduced in writing. No exercise can be more beneficial. Try and see.

#### I.

Few of the great Revolutionary heroes are so well remembered as Patrick Henry. And about few of that glorious company has so little been known. Prof. Moses Coit Tyler has had access to a great mass of matter which never before saw the light, and has published an exceedingly interesting biography of the great Virginia orator, from which we glean these facts.

#### II.

Patrick Henry came of good Scotch blood. His father, John Henry, had come over from Aberdeen, Scotland, where he had been liberally educated. His talents were soon recognized in Virginia and he long held these honorable positions: "county surveyor, colonel of his regiment and presiding judge of the county court." About 1733 he married "a blooming widow, Mistress Sarah Syme," and to them was born, on May 29, 1736, a son Patrick, of whom all the world has since heard. Mrs. Henry was a Winston and her brother, William Winston, was almost as noted for dazzling eloquence as his famous nephew.

#### III.

Patrick seems to have been an indolent, dreamy, frolicsome boy, loving fishing-rods and shot-guns as intensely as he hated books. At ten years of age, he had learned a little of reading, writing and arithmetic. The next five years his father and father's brother Patrick put the boy through the catechism and some Latin, Greek and mathematics. At fifteen Patrick left school for a country store. A year later his father set him up in trade, but after a year he failed. The next year, being eighteen years old and out of employment, he married Sarah Shelton, a farmer's daughter, just as poor as he was. Five years later, having run through a little farm and a store (parental gifts), and being the father of sundry small children, the question arose, what next? A passion for music and dancing and inextinguishable good spirits were not just the qualities to supply his family with bread. Awakening to the necessity for hard work, he determined to be a lawyer. He already had acquired quite a taste for reading and had begun to read carefully Livy, "Butler's Analogy" and the Bible.

#### IV.

Early in the spring of 1760, having studied law a few months, he went up to Williamsburg and was examined by four distinguished men, Wythe, Pendleton, and Peyton and John Randolph. They found him very deficient in law but with great natural gifts, and so, very reluctantly admitted him. At this time his figure was tall, lank and ungainly, but his blue eyes had a way of blazing that showed power. But, as yet, no one had any idea of the wondrous powers of oratory latent within him. Applying himself with zeal to his profession, he soon had a great practice. In the next three and a half years he charged fees in 1,185 suits and for making legal papers out of court. The far better equipped Thomas Jefferson, who began practicing seven years later, only registered 504 cases in all during the first four years. Most of Mr. Henry's 1,185 suits were "the ordinary suits in country litigation," and only a small part criminal cases. Possessed of powerful genius, retentive memory, rare humor,

tact and imagination, and being a good man whom all loved, his progress was rapid and certain. We come now to several occasions on which his genius blazed out like the sun at noonday.

#### V.

On Dec. 1, 1763, this ill-dressed, awkward young lawyer rose to address the court of Hanover county, over which his own father presided, in the famous "Parsons' Cause." In 1748 the Legislature of Virginia had decided that each parson (of the Established Church) should receive 16,000 lbs. of tobacco as his yearly salary. Ten years later it was ordered that instead of tobacco the ministers must take their pay in depreciated paper currency. As this cut off two-thirds of their revenues they brought suits to recover their full salaries. Their cause was just. In this emergency the defendants turned to young Patrick Henry. And now here he stands, facing his father and more than twenty learned clergymen, to argue an unpopular cause. But a mighty change soon passed over the awkward youth. His bearing became erect and lofty, his action graceful and commanding, his countenance full of nobleness, his eyes blazed with fire and the splendor of his rhetoric dazzled, amazed and swept away his hearers. The effect was wonderful; the people awestruck listened as for their lives, the clergy overwhelmed by his invective fled from the room and the jury, scarcely leaving the bar, brought in a verdict for the plaintiff of one penny damages. All who heard realized that a great orator had arisen.

#### VI.

A year and a half later, he took his seat in the House of Burgesses. Within ten days he made his name memorable. First, he attacked a measure proposed by the Speaker and so riddled it that it did not pass, thus preventing the loss of a great sum to Virginia. And, then, on May 29, 1765, being twenty-nine years old to a day, this young man with measureless audacity, in committee of the whole on the Stamp Act, moved a series of resolutions, bold almost to treason, and by his overmastering eloquence, forced them through that body and thus became the leader of the House. It was a two-days' "bloody" fight. All the old leaders—Peyton Randolph, Wythe, Bland and Pendleton—fought this youth of the terrible tongue, but in vain. It was during this majestic word-duel that Patrick uttered those memorable words, "Caesar had his Brutus, Charles the First his Cromwell, and George the Third [ 'Treason! treason! treason! ' from all parts of the room ]—and George the Third may profit by their example." The resolutions which he brought through the House of Burgesses then were published throughout all the colonies, and proved to be one mighty agency in bringing on the Revolution. Henceforth, the name of Patrick Henry was a tower of strength among all those who loved freedom.

#### VII.

The next nine years were full of business and cares of state. His great abilities were becoming ever more manifest. George Mason said of him in 1774, "He is by far the most powerful speaker I ever heard," and "the first man upon this continent, as well in abilities as public virtues." In August, 1774, Patrick Henry was elected one of the (fifty-two) delegates to the Continental Congress which met in Philadelphia, on September 5. George Washington was another delegate from Virginia. Among the delegates from Massachusetts were John and Samuel Adams, and upon them Mr. Henry made a profound impression as a man of "deep reflection, keen sagacity, daring enterprise and untainted integrity." So testified John Adams to Wirt long years afterward. Mr.

Henry took a prominent part during these fifty days of solemn debate.

#### VII.

On the 23rd. of the next March (1775), Mr. Henry introduced a series of resolutions before the second revolutionary convention of Virginia, assembled at Richmond, which led him to make that great speech on Liberty or Death which is now familiar to every schoolboy. Such expressions as, "We must fight!" "I repeat it, sir,—we must fight!" "The war is inevitable." "Gentlemen may cry peace, peace, but there is no peace," and, "I know not what course others may take, but as for me, give me liberty, or give me death!" both overpowered opposition and prepared men's minds for the coming struggle. In fact, the overt act of war in Virginia was done under the lead of

Patrick Henry, a few weeks later, and resulted in his securing £380 money in return for some gunpowder which Lord Dunmore had seized.

#### IX.

On Thursday, May 18, 1775, Patrick Henry took his seat in the second Continental Congress, remaining till the end of the session, Aug. 1. A few weeks later he received the commission of colonel of the first Virginia regiment, a position which six months later, he resigned because of others in power who kept him from active service against the British. But higher honors awaited him. On the 29th of June, 1776, he was elected the first governor of the commonwealth of Virginia a position which he ably filled for three years. During the next year ill-health troubled him, but in the fall of 1780 he was in the general assembly the recognized leader in all public business and this continued for four years till in November, 1784, he became governor again and served the state in that capacity for two years. During the next six years, he vigorously resumed his law practice and also his work in the Legislature, being the virtual director of the thought and work of the House. During these years he bitterly fought the newly-framed Constitution, and, though defeated, ultimately succeeded in having the first ten amendments thereto adopted.

#### X.

Having secured a fine property, Mr. Henry withdrew from his profession. On his fine estate—"Red Hill"—surrounded by his numerous children and grandchildren, he passed the last five years of his life very pleasantly, save only for the inroads of disease. Three months before death, at the solemn request of Washington, he made the last speech of his life, at Charlotte Court-house. His form was bowed and his face colorless, but after speaking a little the old fire returned, his features glowed and his clear, melodious voice fell like music on the vast assembly. It was the voice of "an immortal orator who would never speak again." He went home to grow weaker and die. This sad event occurred on the 6th. of June, 1790. Washington, his staunch friend, only survived him six months. Mr. Henry suffered little pain and died without a struggle, surrounded by all his family circle.

#### XI.

Thus died a great and good man. Mr. Henry was a devout communicant in the Episcopal church. Living in the midst of much corruption, blasphemy and infidelity, an active politician for many years, he was illustrious for his virtues and free from the great vices of his time. So anxious was he to keep the young men of Virginia from infidelity that he not only reasoned with them, but gave them copies of Butler's "Analogy" and Jenyns' "View of the Internal Evidence of Christianity," printed at his own expense. Everybody loved Patrick Henry while living and revered his memory being dead.

### GOOD FOR THE GIRLS.

President Hunter, of the Normal College of this city, recently said: "I believe that the capacity of young women in their ability to receive a higher education, is fully equal to that of young men. A long experience in teaching tells me that girls can learn as rapidly, can comprehend as fully, and can grasp the higher branches as thoroughly as boys."

A CONCERT was recently given by 200 school children of Minneapolis, Minn. Mr. O. E. McFadden, director of music in the schools, originated the plan, which has aroused great enthusiasm in the study of music.



## ONE MORNING'S WORK.

*Age of pupils.* Five to eight years.

*Program.* Fixed by authority.

*Aim of teacher.* Faculty culture; compliance with grade-book; to establish closer relations between child and environment.

*Subject.* The middle window.

*Number.* How many windows have we? Our room and the next have how many together? How many sashes has each window? How many have all three? How many panes of glass has each sash? How many panes has a whole window? What is one-half of that number? How wide do you think the panes of glass are? Joe may measure one. Is it enough to measure one? Why? How long are the panes? Each tell what you think, and then we will measure. How wide is the whole window? How high? How can we find out the height? I think, if I had a big boy here, he could tell me how to find out without a ladder; but never mind. You may write 1-2 of 12=6.

*Penmanship.* Movement exercises in air and on waste paper. Special instruction on *t, r, e* and *tree*.

*Drawing.* Show me the upper left corner of your slates. Draw there a vertical line, one inch long. Hold the slate up, so that the line really is vertical. Lay it down again. From the top of your vertical line draw, to the right, a horizontal line nearly as long as the vertical line. Draw one like it from the bottom of the vertical toward the right. Find the top horizontal line. Find the right end of it. From there, draw a vertical line, downward, until it touches the other horizontal line. See if all the corners are square. What have you? Draw another oblong beside it, almost touching it on the right. Be careful to make it the same size as the first. Draw another to the right of that. What have you now? Draw another row of three oblongs beneath those, and almost touching them. Draw another row of three oblongs below these, but not quite so near. Another row below the last, and very close. What have you? Draw a frame around them all, like the window-frame.

*Observation.* I am thinking of something that has two hands and the roundest face you ever saw. Though it is not alive it is always pointing, and tells you something every time you look at it. Sometimes it does not tell the truth, but that is when we don't manage it right. When the room is very still we can hear it talking. As soon as it stops talking its hands stand still. While it talks its hands go around and around. And yet it always holds its hands to its face, whether it talks or not. (This is to take the children's minds temporarily off of the window. They answer by pointing to the clock.)

Now I am thinking of something else. But for what I am thinking of we could not see the clock, because there would be no light in the room. It is made of wood and of something else that I can see through. It has two parts that slide up and down. These two parts hang by cords. It is a good thing that we can slide them up and down, because by that means we get all the fresh air we need. The whole thing is oblong in shape, and contains twelve smaller oblongs. It is through these smaller oblongs that I can see, and that the light comes in. We have three of these things, but I am thinking of the one in the middle. What are you all pointing to the middle window for?

*Pupils.* Because you said it was a big oblong with little oblongs. Because you said you could see through it. Because you said the two parts hung on ropes. Because you said fresh air comes in that way, etc., etc.

What do we call the big oblong? The little oblongs? The parts that slide? What are the frame and sashes made of? The cords? The panes? Why not take the panes out? What can you see through them? Can you see the glass? Do you see the glass itself, or only the spots on it? How, then, do you know that the glass is there?

Henry may tap on the glass with his slate pencil. With his lead pencil. With his finger-nails. With the fleshy part of his fingers. Again with each. Which makes the sharpest sound? The softest? Does a blind person know when any one is opening a window? How? Is the sound different from that of opening a door?

How does glass feel to the touch? Hard or soft? Cold or warm? Rough or smooth? Did you ever cut your finger with glass?

If you had a piece of glass and a piece of wood in your hand, which would you be most careful not to drop? Why?

*Reading.* I see three birds in a tree.

Now I see ten birds.

Has the tree a nest in it?

No, the birds have no nest?

Is the tree green?

No, the tree is not green.

Can you see the tree and the birds?

E. E. K.

## TALKS TO PUPILS.

(In this case some parents had complained that the pupils walked up the main sidewalk of the town, four or five abreast, thus annoying all they met. Many were large boys and disposed to be obstreperous. As it was a field where the teacher had no direct power he welded his indirect influence by means of a talk to the upper classes, numbering about 150.)

There is a story told of Raleigh, if I remember aright, in our English history that will probably be told for many centuries. I mean the story about his meeting Queen Elizabeth, at a muddy place in the street, and his taking off his elegant cloak and laying it in the mud for her to walk on. I see by your smiling that you remember it too. Now is it not a singular thing that the boys and girls will read and smile over that hundreds of years from now, when we are dead and gone and forgotten? Yes, that will live on; it seems to have a greater immortality than we.

It illustrates that common proverb:—

"A thing of beauty is a joy forever."

Beautiful acts, beautiful sayings, beautiful constructions stay in people's minds. Now not every one of us is a genius but all can do some beautiful thing for all that. There was a man in London who was quite deformed, and his face was anything but handsome, and yet he became noted all through England for his elegant manners. He strove for beautiful manners and gained distinction.

Now I suppose the student who is longest remembered at college is not the one who recites the best lessons, but the one who by his charm of manners awakens an interest in himself. I remember a boy who was a pupil but a short time, and I find myself often wondering where he is; it is all because he was so polite.

I am very desirous that the pupils of this school should have a good name in this town. They will not be judged by their lessons, for the people will not know about them; but they will be judged by their conduct. As they meet you in the street, as they see you pass by their houses they will come to some conclusion about you. Not long since one of our boys was complimented by a lady very highly because he picked up a package she had dropped. It was a small thing, but the boy will be remembered by that very small thing.

I should be more pleased to have the people of this town say that the boys and girls of this school were refined, polite and well-mannered than that they should say they had good lessons. For the polite pupil is in almost all cases also successful at his studies. I noticed yesterday the effort made by a boy here to give plenty of room to some ladies he met; it was a good sign; he is doing well in his lessons. I want you to be happy in the streets yourselves, but be sure to make others happy. Two abreast is about as many as can well walk on a sidewalk; you rarely see three gentlemen walking abreast. It is a custom that is fixed, I think, to walk but two abreast. I hope the boys of this school will show as they walk the streets that they know the customs of good society. And to be told, as I meet the parents, that the boys behave like gentlemen in the street gives me a pleasure I cannot express.

## TWO CASES.

While waiting by the dock for the boat one evening, I saw a man in very plain clothes reading a newspaper. I thought I could not be mistaken by the looks of the paper, even at the distance of two rods. As I drew nearer I saw it was what I thought, the *Scientific American*.

The reader was ready to talk, and I ascertained that he was an engineer on a tug-boat, and had a salary of \$45 per month. He liked to read all about machinery and the things men invented, so that he very willingly gave \$3.00 per year for the paper. I felt an interest in this man; he singled himself out from the rest of the crowd that hurried on the boat. I saw him again up near the bow sitting on a pile of ropes, still reading. There was in him a thirst for knowledge concerning the business in which he was engaged. The effect would be to render him intelligent, evidently; and if the opportunity offered, he would advance. He would be able to

do something, if needful, beyond the engineering work he was doing.

Following this train of thought, I recalled a teacher that I had met a month before. He had an important place in a school, and was paid a salary of \$80 per month. In conversation with him he said he "read no educational paper, did not believe they did any particular good," &c. Meeting a lady from the same town shortly after, I asked about the teacher.

"He is a good man enough, but he seems to have settled down." Perhaps some may not know what this means; it will aid them if they recall the pathetic song by one of the colored women of the Jubilee Singing Band, entitled "Oh, Lord! keep me from sinking down!" After hearing it I felt day by day like praying, "Keep me from sinking down!"

Here was a teacher, who, as described by his neighbor, had "settled down," the next stage to "sinking down." It was not oppression, nor trouble that had caused it, it was mental laziness. One who spends his time among children, drilling into them things he knows perfectly well, will, if he is not careful, settle down and become stagnant. To avoid this, he should read a paper like the *JOURNAL* or the *INSTITUTE*; following the example of the engineer referred to. A day of reckoning is sure to come sooner or later to those who neglect to study and read concerning education.

## THINGS OF TO-DAY.

John Dillon was sent to Dundalk jail. (Who is John Dillon? What cause does he represent? What is meant by "home rule"?)

France proposes to expel German journalists. (Why? What caused the bitter feeling between France and Germany?)

Dr. Mackenzie eulogized the late Emperor Frederick. (What was Dr. Mackenzie's relation to the Emperor? What were some of Frederick's characteristics as a ruler? Why is his death considered a great loss to Germany?)

Deserters report Stanley wounded and surrounded by enemies. (Who is Stanley? With what other great explorer has he been associated? What is his latest expedition?)

Chicago will erect a monument to the Haymarket victims, representing Law holding a book of the statutes. (Who were the Haymarket victims? Do Anarchists believe in a reign of law?)

A crisis is approaching for the Salisbury cabinet. (What position does Salisbury hold? Who held it before him? What policy does Gladstone advocate?)

Mr. Balfour denies that he is to resign. (What measure has he been chiefly instrumental in enforcing in Ireland? What is meant by boycotting?)

A Brooklyn G. A. R. post admitted an ex-Confederate to "associate membership." (What is the G. A. R.? About how long has it existed? What does this action indicate? What is meant by "the blue and the gray"?)

A party of scientists started from New York to make excavations at Babylon. (Where was Babylon situated? Are there any traces of the city left? Why will this work be valuable to science?)

Moscow editors are warned not to write alarming editorials on the political situation. (What is meant by "freedom of the press"? What is the difference between Russia and the United States in this respect?)

## FACT AND RUMOR.

The gavel used by Gov. St. John as president of the Prohibition convention at Indianapolis, was made from wood on which he had been hung in effigy in Topeka, Kansas. (Who is Gov. St. John? Of what party was he the presidential candidate in 1884? Who is his candidate this year?)

Dr. McCosh has retired from the presidency of Princeton College. (Can you give any of the history of Princeton College? Who was Aaron Burr? What is Dr. McCosh's standing as an author?)

President Barnard, of Columbia College, has reported in favor of discontinuing the undergraduate department of the school of arts. (Where is Columbia College situated? Did it exist at the time of the Revolution?)

Williams College has organized a students' co-operative society by which nearly every item which enters into the expenses of a student will be cheapened from ten to fifty per cent. (Where is Williams College? What famous educator was its president until his death recently? Give some account of his life work.)

On June 1, the Lick Observatory was transferred to the Lick trustees of the State University. The legislature will probably be asked to grant an appropriation for the maintenance of the observatory. (Where is the Lick Observatory? What can you say about its famous telescope?)

A memorial window to President Arthur will be placed in Trinity Church, Lenox, Mass. (What political party did President Arthur represent? What circumstance made him President? Can you mention any event that occurred during his presidency?)

The Western Union Telegraph Company sent from St. Louis dispatches amounting to 2,151,791 words relative to the Democratic convention. (Who holds a controlling influence in this company? Have you any idea of the amount of reading matter the above figures represent?)

A bust of the late Matthew Arnold is to be placed in the Poets' Corner, Westminster Abbey. (What is the "Poets' Corner"? Is the placing of a bust of a person there considered a high honor?)



## HINTS ON LANGUAGE TRAINING.

By ELIZABETH JARRETT, Normal College, New York City.

There comes a time in the child's school-life when the actual necessity for a broader vocabulary becomes so painfully apparent, that it urges itself upon the recognition of even the little ones themselves. What plea is more pitiful or bespeaks harder work on the teacher's part than the oft-repeated and so-called excuse, "I know, but I cannot say it!"

The moment a child is forced to say this, through real incapacity to frame an answer, we know that farther definite training is necessary.

It is to be premised, before treating the definite means of language training, that every lesson should of necessity be a language lesson; and perhaps if we could only be brought to realize the force of little things, we would perceive the value of a little care distributed over many lessons as compared with much stress laid upon the work which is done in one or two language hours a week.

Starting with the grammar grades, our manuals urge the use of the oral work of the term as a basis for the composition work. To a certain extent only does this practice tend to develop greater fluency and clearness in expression, the object certainly to be aimed at, in composition work. Zoology, botany, and mineralogy lessons used as topics for written exercises, eventually, unless skilfully handled, lead to mechanical work. Certainly, there are good points to be urged in favor of their use (though not to the extent held by many), particularly in the case of botany. They might be compared to poor tools in the hands of a thorough workman; he can use them, but will throw them aside when he finds better. Yet, probably, he has done some good work with them, and hesitates to declare them useless. From work with plants and minerals, the children may gain a certain aptness in describing and narrating from personal observation, a power of great value to them. But on the other hand, how often have we seen fifty so-called compositions, on—let us say—"Quartz," "The Elephant," "The Floral Envelope," &c., &c., which were practically identical, introducing not a single new word or turn of phrase to be struggled with, and necessitating no grappling with ideas to cloth them fitly with words! It was little trouble for the children to write them; they soon caught the accepted form.

The same objection may be urged against mythology. Strangely enough, most miserable work on the children's part often follows careful work by the teacher. What is the difficulty? May not the answer be found in this fact, that the ethical truth underlying mythological stories are too deep and subtle for the immature powers of the children? They may catch glimpses of these beauties as you endeavor to unfold them in your oral work, but until the power has been given them to assimilate and reproduce the finer and deeper stratum even of thought, they will grasp, retain and reproduce little more than the mere chain of events, the husk and not the kernel of it all. There are exceptional instances of course, but as a whole, mythology should be unseated from the place it holds in the regard of many, as a valuable means of language training. To a lazy teacher, it is invaluable as presenting a fair show of work where little real work has been done.

Having, then, relegated these two branches to a minor place in the work of language training, let us consider, for a moment the value of the reproduction of a series of well graded selections from standard writings. (Attempts have been made to popularize the simple portions of the writings of Hawthorne, Ruskin, Irving and others, by leaflets!)

Work such as this presupposes much labor on the teacher's part, but the results justify and repay a hundred fold. A plan something as follows, might be used:

Suppose the portion selected be from Irving—"Rip Van Winkle on the Mountain-Side." Previous to the oral lesson, the most difficult words could be made the basis of several development lessons, and then incorporated into the children's regular spelling. Then oral work might follow, not one, but several lessons, in which words are noted, expressions explained, beauties pointed out, scenes mentally perhaps actually pictured, and repeated attempts made by the children to reproduce orally. Often the use of the exact phraseology may be urged upon the children. Indeed, if they are filled with the spirit of the selection they will follow it unconsciously as the best expression of an idea. With thorough explanations, this can scarcely end in rote work; if it does, it can easily be stopped. After a few weeks of this

rigid training, the children's stock of words will be found to have increased considerably in number; words begin to embody ideas, and expression improves perceptibly.

Ruskin will supply word-pictures, Irving—scenes, Lowell's Essays and Poems—thoughts, while Scott! Just try with your children the description of "The Chase," and "The Huntsman," in the Lady of the Lake. I even succeed in deeply interesting quite a young class in some of Grant Allen's magazine articles on flowers.

As the outcome of all this oral work comes the written composition, praised in proportion to the amount of care taken in thoughtful wording. Compositions might be exchanged, criticised by the children, and the original article re-read with benefit.

Work of a lighter kind might be interspersed. A number of words, naturally suggestive of a scene, might be placed on the board, to be woven if possible, into one continuous passage. A selection from Scott, all adjectives being omitted, might be given to be filled in. Children enjoy this exercise very much. Lighter stories from Longfellow where the language is easier to grasp, or passages from MacDonald, can be used with advantage.

It may be said that all this work leads to imitation. Exactly so! Should we expect children of ten, twelve, or even fourteen, with a vocabulary of a few hundred words to evince an original style? Our own great writers avowedly give years to the study of their models.

I have found the results of this work in reproduction to be: first, increased ability to gain ideas quickly from one reading; second, wider vocabulary and power of expression; third, interest and pleasure, in returning—in writing, well-expressed reproductions; and fourth, and best of all, an awakening appreciation of good writing, and a growing love for good books. Some one has well said, "A cultivated taste in fiction, is the surest preventive of the yellow-colored literature or 'dime novel' disease."

The means thus becomes an end. Added to the training comes the actual acquaintance with good literature. Not a selection need be used that is not worth even matured study, and a wealth of unused material lies at our doors. May I add a few selections found by experience to be available:

"At the Back of the North Wind,"	MacDonald.
"Rip Van Winkle" and other tales,	Irving.
Poems from Lowell, Longfellow, Whittier, and Emerson;	
selections from Dr. Holmes', "Breakfast Table Series,"	
and several of his poems, "The Chambered Nautilus," &c.,	
"My Garden Acquaintance,"	Lowell.
"The Children's Crusade,"	Gray.
"Grandfather's Tales,"	Scott.
St. Nicholas, Wide Awake and other magazine	
articles.	

## SOME GEOGRAPHICAL ERRORS CORRECTED.

By J. W. REDWAY.

## III.

## THE PANAMA CANAL.

It is quite commonly asserted that if the Panama Canal were once cut through the isthmus, the whole coast of Europe would suffer a great decrease of temperature. Such nonsense as this has found its way into even the more respectable educational journals. Let us examine the facts of the case. The great equatorial current, in its westward course, must necessarily divide off the coast of South America. One half we will say is diverted southward; the other half northward. The current in question is not far from one thousand miles in width, and it is quite reasonable to suppose that its depth is two hundred fathoms at the very least. Now in order that no part of this current be swirled off in the form of a circular return current, the canal through the Isthmus of Panama must be at least one thousand miles wide and twelve hundred feet deep. A canal of this size might possibly affect the climate of Europe very slightly, though, as will be seen in a subsequent note, the effect would be very slight. But the Panama Canal is a ditch which at the best would carry a stream less than one hundred feet wide and fifty feet deep. Even were the Gulf Stream turned directly against this canal, it would have no effect on the climate of Europe. A stream of hot water poured out of a tea-kettle would be equally potent in modifying the climate of Labrador.

## OCEAN CURRENTS.

The relation of warm ocean currents to the climate of

the country against whose shores they drift is not generally interpreted with accuracy. The idea, not infrequently imparted, that the mere impinging of warm water against the shore is sufficient to modify the temperature of a region, needs only a second thought to show its fallacy. Within a few years past the facts have been more correctly stated, by asserting that the water warms the winds, and the latter in turn, impart warmth to the region over which they blow; this, however, states only part of the truth. Let us look at the facts of the case. The winds blowing over a drift of warm water absorb a great amount of moisture. When these winds are slightly cooled a part of their moisture is condensed in the form of rain. The condensation of the moisture sets free an enormous amount of the latent heat which was absorbed, while the dry air was evaporating water from the ocean. When we consider that the condensation of one pound of vapor sets free enough heat to warm 987 pounds of water one degree, we may better understand the value of such a factor, and its potency in tempering climate. In fact, it is more a bodily transfer of heat than an ordinary warming process.

## HEAT.

It is not quite correct to assume that we receive our heat directly from the sun. On the contrary the sun warms the earth, and the earth in turn warms the air. Our judgment of a warm day depends not on the intensity of the sun's rays, but on the temperature of the air. The truth of this may be seen by using a thermometer whose bulb has been coated with lampblack. When a thermometer of this kind is exposed to the sun, or even to a cloudy sky, the mercury mounts up to 120° or 130°. This high temperature is registered although it may register below the freezing point, with an ordinary thermometer. Some years since the writer was engaged in making a series of meteorological observations just above the base of Mount Hood. Two thermometers were used. One a blackened-bulb instrument was exposed to the sun; the other an ordinary thermometer was shaded. The former stood at 132°; the later at 28°. The sun's rays were hot enough to blister the faces and necks of every observer in the party; the air was so cold that not a flake of snow melted except around the sun-charred trunks of the fir trees.

## CONTINENTS.

The confusion in the use of the word "continent" in its geographical sense is apt to give the teacher no little annoyance. In many of our text-books, Europe, Asia, Africa, and all the other great masses of land are each recognized as continents. In other text-books only two continents are described. Almost all modern geographers make a broad distinction between continents and grand divisions of land. Thus the two grand divisions, North America and South America, constitute the Western Continent. Africa and Europe-Asia or Eurasia form the Eastern Continent. Australia with the outlying island of Tasmania, are called the Australian Continent. The island chains which skirt the shores of the continents are not improperly included as parts of the continent near which they lie.

Most of these islands are partly submerged mountain-ranges, and in many instances their relation and physical connection to the adjacent continent may be readily traced. This is very apparent in the case of the Aleutian Islands, which are a continuation of the peninsula of Alaska; it is equally apparent in the case of the Sunda Islands which are the tops of a range parallel to the Malay Peninsula. Indeed the whole Malaysian Archipelago is thoroughly Asiatic, not only in flora and fauna, but also in geological history. Greenland, which is usually and properly included with North America, has, singularly, a flora and a fauna resembling those of Europe, rather than those of the Western Continent.

Europe and Asia forms a single body of land, to which the name Eurasia or Europe-Asia is now commonly given. There is no reason whatever for considering them as two different land-masses, for the line which is supposed to divide them is purely an imaginary one. It has not even the merit of being a surveyed line, and it is in no respect a physical boundary, for there are characteristic features separated by it.

Africa is a peninsula attached to Asia, and not an island. The Suez Canal a narrow and shallow ditch does not give Africa any insular character which it did not already possess. Chains of rivers, canals, and lakes in a dozen instances separate parts of United States and of Europe, so as to surround them with water, but one would hardly call such divisions islands, in a geographical sense. It is equally absurd to call Africa an island.

## THE TONIC SOL-FA SYSTEM.

By THEODORE F. SEWARD, East Orange, N. J.

The Tonic Sol-fa system has established itself as one of the factors in American education. Although its usefulness in England was demonstrated, yet the question needed to be decided as to whether it is equally well adapted to American conditions and American schools. It has now been tested for seven years, in many communities, and in all cases the verdict is the same. It is found to be a new educational power. Reforms in educational methods are usually gradual, but in music a revolution occurs in every teacher's work the moment he exchanges an artificial for a natural notation.

## THE NOTATION DESCRIBED.

The Tonic-Sol-fa notation is based upon the fact that the scale is *sung* in but one way, while, in instrumental music it must be *played* in twelve ways. In other words, the mental conception of the scale in singing is the same in all the keys; natural, sharp or flat. In order to preserve this simplicity in writing, a notation is made by employing the initials of the musical syllables, *d* standing for *doh*, *r* for *ray*, etc. (The syllable *se* has been changed to *te* as will be seen in the examples. The higher octave is shown by the figure 1 placed at the top of the letter. The lower octave by the figure 1 placed at the bottom of the letter. No sharps or flats are thought of in singing in the different keys; to the voice, the scale is equally *natural* in all keys. For representing chromatic tones the names are written in full, as *fe*, *ta*, etc. (It will be observed that in spelling the syllables the English sounds of letters are employed instead of the Italian as formerly.)

## THE REPRESENTATION OF TIME.

The basis of time-measurement in the Tonic Sol-fa notation is *accent*. The strong accent is represented by a bar, as in the staff notation, the weak accent by a colon or two dots, and the medium or secondary accent by a smaller, thinner bar. Horizontal lines or dashes (continuation marks) show the prolongation of tones through two or more beats or parts of beats. The beats are divided into halves by a period, and into quarters by a comma. Rests are indicated by blank spaces. The tune Dennis, partially illustrates the notation. The parts are arranged as follows: Top line Soprano; next Alto; next Tenor; next Bass.

The entire simplicity of the method makes it possible for the school teacher to teach music as he teaches other studies. It also enables any teacher to test it without getting a set of books for the pupils. A single book and the blackboard will suffice. Those who wish to make further inquiries are invited to send letters to the address given at the head of this article.

The value of the system is now so generally appreciated that testimonials are scarcely needed. They can be furnished *ad libitum*. A few are printed as specimens:

CHAS. A. HOYT, school principal, New Jersey: "I have secured better results with the Tonic Sol-fa in three-months than in three years with the staff system. My grammar department can now after only three months of the Tonic Sol-fa, sing any ordinary church music at sight. The results with even the smallest primary children (five years old) are perfectly surprising. No more staff teaching in school for me."

REV. E. P. PARKER, North Carolina: "I regard Tonic Sol fa as the greatest musical invention ever discovered. It is emphatically the system, the notation, nature's method."

JOHN A. MACDONALD, school teacher, Canada: "A year and a half ago, I knew nothing of music. I began to teach it after receiving six lessons. I regard Tonic Sol-fa as a key to the staff notation."

WM. K. STIFFX, music teacher, Pennsylvania: "It takes less time and labor to learn both Tonic Sol-fa and the staff, than the staff alone."

MISS LAURA K. MARSHALL, school teacher, Ohio: "I had studied staff notation but never fully understood it till I studied the Tonic Sol-fa."

## DENNIS. S. M.

## KEY F.

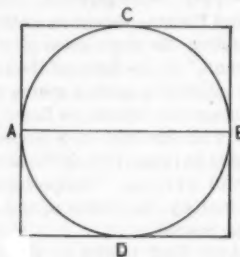
## NARELL.

( :m   m :d :m   r :t <sub>1</sub> :r   d :— :d   d :l <sub>1</sub> :d   d :s <sub>1</sub> :d   t <sub>1</sub> :— :r )
( :d   d :s <sub>1</sub> :d   t <sub>1</sub> :s <sub>1</sub> :s <sub>1</sub>   s <sub>1</sub> :— :s <sub>1</sub>   l <sub>1</sub> :f <sub>1</sub> :l <sub>1</sub>   s <sub>1</sub> :m <sub>1</sub> :s <sub>1</sub>   s <sub>1</sub> :— :t <sub>1</sub> )
1. How gen - - tle God's com - mands, How kind His pre - cepts are! Come
( :s   s :m :s   s :r :f   m :— :m   f :d :f   m :d :m   r :— :s )
( :d   d :— :d   s <sub>1</sub> :— :s <sub>1</sub>   d :— :d   f <sub>1</sub> :— :f <sub>1</sub>   d :— :d   s <sub>1</sub> :— :s <sub>1</sub> )

( r :t <sub>1</sub> :r   d :m :s   s :r :f   m :s :l   s :m :f   m :d :r   d :— )
( t <sub>1</sub> :s <sub>1</sub> :s <sub>1</sub>   s <sub>1</sub> :d :d   t <sub>1</sub> :— :r   d :— :d   d :— :d   d :s <sub>1</sub> :s <sub>1</sub>   s <sub>1</sub> :— )
cast your bur - - dens on the Lord, And trust his con - - stant care.
( s :r :f   m :s :m   r :s :s   s :m :f   m :s :l   s :m :f   m :— )
( s <sub>1</sub> :— :s <sub>1</sub>   d :— :d   s <sub>1</sub> :— :s <sub>1</sub>   d :— :d   d :— :f <sub>1</sub>   s <sub>1</sub> :— :s <sub>1</sub>   d :— )

## THE CIRCLE.

By W. J. BALLARD, Jamaica, L. I.



Draw the circle A B C D. Draw square A B D C. Draw the diameter A B. It is evident that the distance around the square is 4 times A B. It is also evident that the distance around the circle is less than the distance around the square; that is—the distance around the circle is less than four times the diameter. But half way around the circle A C B or A D B is greater than the diameter A B, therefore the distance around the circle is greater than two times the diameter. By inspecting the figure, we judge that the distance around the circle is about as much more than two times the diameter as it is less than four times around it. We now have:

The circumference=less than 4 times diameter.

The circumference=more than 2 times diameter.

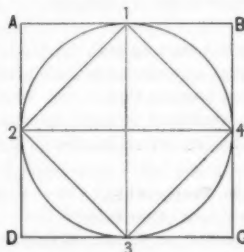
Adding we have:

2 times circumference must=about 6 times diameter.

Dividing by 2 we have:

The circumference=about 3 times diameter.

It has been found to be 3.14159 times the diameter, or, as it is usually taken, 3.1416.



Draw circle and square as before. Draw diameters 1, 3 and 2, 4. Draw square 1, 2, 3, 4. This square is one half of larger square and is wholly within the circle. The sum of the triangles 1A2, 2D3, 3C4 and 4B1, is also equal to half of the larger square. We see that rather more than half of each triangle lies within the circle, that is, rather more than  $\frac{1}{2}$  of  $\frac{1}{2}$  of the larger square lies within the circle. Therefore, we have smaller square, or  $\frac{1}{4}$  of larger square, lies within circle.

More than  $\frac{1}{4}$  of triangles, or more than  $\frac{1}{4}$  of larger square lies within circle.

Adding we have:

More than  $\frac{1}{4}$  or .75 of larger square lies within circle.

We have now proved that the circle 1, 2, 3, 4, is more than .75 of the square A B C D. To find the area of A B C D we square A B or its equal 2, 4. Therefore, the area of the circle is more than .75 of the square of its diameter. It has been found to be .7854 of it.

NOTHING is easier than fault-finding. No talent, no self-denial, no genius, no character are required to set up in the grumbling business. But those who are moved by a genuine desire to do good have little time for murmuring or complaint.

—ROBERT WEST.

## THE TONIC SOL-FA HAND SIGNS.



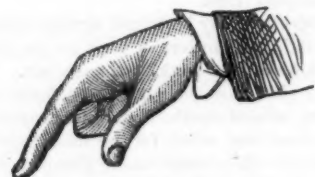
TE.



LAH.



SOH.



FAH.



ME.



RAY.



DOH.



## GEOGRAPHY A SCIENCE.

By PROF. ALEX. E. FRYE.

## THE CONTINENTS.

The greatest fault in all geography work is the attempt to teach too many details of relief, outline and location. The overworked minds and broken constitutions among children, result not so much from too many studies as from too much study of worse than worthless details. In no subject, with the possible exception of arithmetic and history, is this terrible fault more glaring than in geography. For example, knowledge of the exact number of square miles in the various river-basins, countries, or even continents, is not worth remembering. What, then, shall be said of the actual heights of mountain-peaks, lengths of rivers, areas of states, populations of cities, etc.?

In deciding what features of relief and outline to teach, may we not find a safe guide in this principle? *Teach such forms and facts only as are essential to taking the next step in the science, omitting the mass of details that bury the important features, and serve merely to crush mental activity.* Modeling and drawing should go hand in hand, the former being the best of devices for leading pupils to study surface slope, the latter to study coast-lines or lines along which the slopes

or in the trends of the principal plateaus and mountain-ranges, which serve as chief water-partings to the great river-basins. The relative directions of such important lines may readily be judged by the pupils, if the teachers will but allow them an opportunity. Such lines discovered are *per se* evidence of clear concepts of general forms, and the individual effort to discover will tend to fix them permanently in memory.

If we hold to our motive of development of power, we need not supply any such mental crutches as "tracing-maps," or "construction-lines." In fact, slowly tracing a printed outline repeatedly with a pencil or pointed stick, or relating the details of a coast-line to measured construction lines, rivets the attention upon consecutive details without once stimulating the mind to grasp the general proportions. All such devices make an excellent "bridge" over mental activity.

## MAN.

Political or civil geography belongs to history, and comes naturally under the head of movements and development of races, of which it is the direct growth. Geography and history should go hand in hand at every step in the history of mankind. In fact, it is impossible to separate them unless we confine the former to the study of the present distribution, without attempting to lead back to causes. The previous work has, however, prepared for something higher. We may at least trace the surface and climatic limitations of races, occupations, commerce, etc.

It is true that although in his primitive state nature places nearly as much restraint upon man as upon the lower animals, yet with his developing power he gradually frees himself, and makes his very bounds his support and protection. Freedom is the measure of civilization; and man of to-day has worked himself free to such a degree, that, although his former prison walls stand in the form of great plateaus, deserts, and seas, they are as monuments to his enterprise, and a guide to his past movements.

Many traces of this influence of relief, especially on the lower races, still remain. Save where the white man has wedged himself in, Equatorial and Southern Africa present a race of men quite as peculiar as their fauna, while the northern shores belong to the Caucasians. Australia is another marked illustration. As we approach the higher types of mankind, however, the barriers, as such, gradually disappear. The plateau of Thibet and its continuation along the Hindoo Koosh and Caucasus, still separate the Mongolic and Indo-European races; but in Russia and Farther India the limitations are being rapidly overcome. Even in North America the white race is pressing along the same lines of relief that limit the sub-regions of the fauna; and in South America the long plateau still separates the two branches of invaders, Spanish and Portuguese.

What is true of races is also to a large extent true of governments, religions and states of society. Their bounds are almost identical with race limitations, and why should they not be?

Although it may be difficult to base distribution at present upon history as related to geographical influences, we may easily lead our pupils to observe the present relations of races to natural boundaries, and thus at least open a line of future study for them, making the discovery of cause the basis of memory of effect.

All boundaries should be indicated at first upon relief-maps, and from them be transferred to paper. The chief aim should be to learn what part of the general relief each race occupies, and no time should be wasted in the study of arbitrary lines that are at any time liable to change.

But what preparation are we giving our pupils for their future reading and study? What interest are we seeking to arouse in this interesting and practical work? If this important subject is to be included in geography, instead of in history, where it properly belongs, it should be taught as carefully and thoroughly as any other part.

And when our children have completed all this work, they should feel that their journey in science is just begun. They should be able to say with the wise Newton, "We have been only like children playing on the seashore of time, and diverting ourselves in now and

then finding a smoother pebble or prettier shell than ordinary, while the great ocean of truth lay all undiscovered before us."

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## SOME EXERCISES IN ARITHMETIC.

Given in the eighth grade (eighth term of school) in the Lincoln school, Philadelphia, Miss Sarah E. Wolf, Principal. Reported by E. L. Benedict.

NOTE.—The report constitutes a partial review of work done in this grade. The pupils had just begun operations in fractions, but as the Grube method is followed they had some knowledge of fractions before reaching this grade. Their elementary ideas of these had been developed objectively by folding papers, and in various other ways.

"Tell me three fractions that, added together, make a unit," said the teacher.

The fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{6}$  were given by one girl; another gave  $\frac{1}{4}$ ,  $\frac{1}{4}$ , and  $\frac{1}{2}$ , and another  $\frac{1}{8}$ ,  $\frac{1}{8}$ , and  $\frac{3}{4}$ .

"You may add, mentally,  $2\frac{1}{2} + 3\frac{1}{2}$ ," "10 $\frac{1}{2}$  + 11 $\frac{1}{2}$ ," said the teacher, and the correct results were soon given.

Next the children were allowed to test their knowledge of weights and measures. All were asked to guess the height of the door, and one was sent afterwards to measure it. The guesses ranged from 7 $\frac{1}{2}$  to 12 feet; and the measurement proved it to be 11 feet 10 inches.

They were then asked to tell how many yards long it was, and next to tell whether we used the term feet or yards in speaking of the height of doors. "To what other things would you use the term feet in speaking of their dimensions?" asked the principal. Glass, slate, trees, and the desk, were given. "What do we measure by the yard?" Ribbon, muslin, oil cloth, and some others were mentioned.

"Show me a foot with your hands," said the principal, and when they had done so she asked the girls sitting on the left side of the desks to measure the distance the girls on the right were showing between their hands. Some were found quite wide of the mark, but the majority were not far out of the way.

Bringing out a set of tin liquid measures the teacher asked how much each held as she lifted it up before the class. An earthen vessel was then brought out, one that the children had not seen before, and they were asked to guess how much it held. Then water was brought in by the pupils, measured in the pint cup and poured in until the earthen vessel was full.

Holding up one vessel after another the teacher asked how many gills each contained, how many pints, etc.

"What do we measure with these?" asked the principal.

"Molasses," "vinegar," "kerosene," "milk," etc., were mentioned.

"What would we measure in this basket?" she next asked, placing the waste-basket on the desk before them. "Nuts, tomatoes, apples," etc., were mentioned.

"What do we measure by the peck? I want the answer in a sentence this time."

"We measure apples by the peck," was the response.

"What kind of measure do we call this? How does the dry quart measure differ from the liquid quart measure?"

"It has straight sides with no slant," was one of the answers given.

"Where do you see the dry quart used? Where the liquid quart?"

Some girls were here called to the desk, and allowed to weigh some sand with the pair of scales provided. They explained the weights and the scale-pan and readily weighed any number of pounds and ounces, and told how many grains and drams there were in each.

Meanwhile a pupil had been sent to the board to draw a square yard, and another to draw a square foot. These were tested and corrected and then others were sent to divide the square yard into square feet, and the square foot into square inches.

"What have you seen that shape and size?" asked the principal pointing to the yard after it was divided. "A window," one replied.

"Suppose it were a piece of muslin, and I should tear it into strips where those marks came. How many square feet would each strip contain?"

"Each strip would contain three square feet."

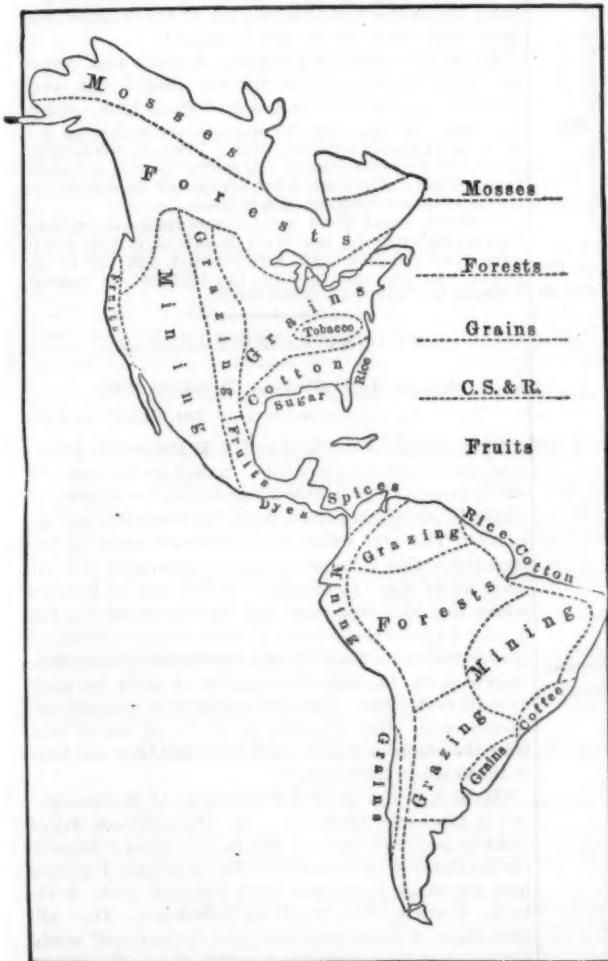
"Suppose I should sew those strips together, at the ends, what would be the shape of the piece?"

"An oblong."

"And how much would it contain?"

"One square yard."

"How long is each side of this?" pointing to the square foot.



Plant Regions of America.

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extend under the sea. All relief study should lead to the relative positions of slopes, the basis of drainage. The placing of mountain-ranges, lakes and rivers is of little value compared with locating the great plateaus, tracing the water-partings, following slopes down to the river-beds and thence to the sea. Supplement the modeling and drawing at every step by reading, picture-studies, stories, etc.

Construction lines are general contours reduced to mathematics, and enable the class to construct upon paper, by supplied measurements, that which should be constructed in the mind by repeated acts of perception and judgment. The mind moves naturally in the line of least resistance, and that which it can reproduce mechanically incites little if any activity of judgment. Pupils may memorize the measurements given, but that will not enhance their ability to see a new continent, or judge other proportions. If the motive is power, they should perceive, judge and express by their own efforts. The only construction lines a child should use are such as he discovers in the relative directions of coast-lines,



"One foot long."

"How many square inches does it contain?"

"One hundred and forty-four."

"Who will prove it?" A dozen hands were raised and one child was chosen to go to the board. She counted the inch squares on the top row, and the number of rows, and showed that there were one hundred and forty-four square inches in the figure.

The exercises closed with a number of examples like those given below which the class solved mentally.

"How much less than 100 is  $250 \div 75 + 5$ ?"

"How much less than 1000 is  $15 \times 4 + 40 \times 2$ ?"

"Subtract 75 from 300, divide the remainder by 4; what mixed number have we?"

#### DISCIPLINE.

The order in the class-room during this exercise, and that of the whole school during the visitors' stay, was something deserving of mention. There was the utmost freedom among both pupils and teachers, but in no instance was the freedom abused. No case of discipline occurred, and not even an imperative tone was heard in all the dozen or more class-rooms visited. The whole atmosphere seemed charged with loving kindness. The young principal as she went from room to room, appeared the embodiment of energy, interest, cheerfulness and love. She said "my dear" occasionally to her teachers, and they acted as if they were conscious of being regarded as something more than mere subordinates. They joined with the principal in questioning the class and in talking with the visitor, their faces alive with pleasant interest.

The children did not sit "in position." They turned or rose in their seats when something interesting was going on which they wished to see: they even stepped out in the aisle on one or two occasions in order to get a better view. But there was no noise, no whispering, nor talking, nothing but strict attention to business.

One thing very noticeable in passing from room to room was the pleasant tones used by the teachers. Evidently they had all caught it from the principal, for that was one of her many attractions. To a person who has heard that dreadful "teacher's voice" in one or more rooms of a dozen schools in succession, this cheerful, polite, modulation of tones prevailing in every room, was a decided pleasure. It gave the impression that the excellent discipline of this school might be largely due to the tones of the teachers.

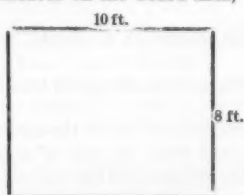
#### PRACTICAL ARITHMETIC.

By ANNA JOHNSON.

Get some building bricks. Have scholars measure the length, breadth, and thickness. Then have the bricks measured off in square inches and count the number on each face.

Ask how many square inches on flat surface, then ask the length and breadth. See if they can tell an easier way of finding the square surface than by counting. If not, ask the same questions in regard to the side surface, and if necessary the end surface to try to lead them to see that the length multiplied by the breadth gives the square contents.

Represent surfaces on the board thus,



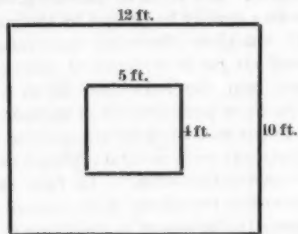
and have them give the square feet, and at first prove by making and counting the squares. Draw a square one foot each way. Have it measured off in inches, and ask the square contents. How many square inches in one square foot?

Then represent surfaces of yard enclosures, so many feet long, and so many feet wide, and tell them you want to find how many bricks it will take to cover them. See if they can tell the first thing to find out about the yard, then about the bricks. The yard is in square feet, but the bricks are in square inches; what must be done? Lead them to see that there must be some reduction before proceeding farther.

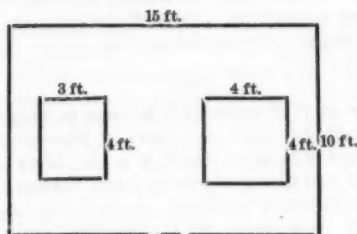
Let the scholars measure their desks, and find how many bricks to cover them; then the black-board, platform, room, yard &c. Have them accurate in measurement. Foot-rules and yard-sticks are needful.

When the scholars thoroughly understand finding the number of bricks for any enclosed space vary the operation by taking out a portion of the enclosure, also

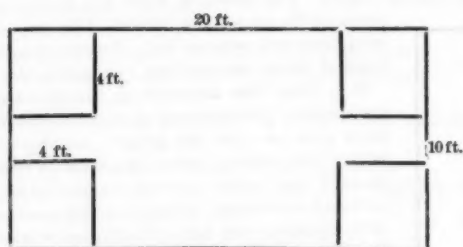
by adding a portion to it, and then combine the two. Have the diagrams as follows:



No. 1.



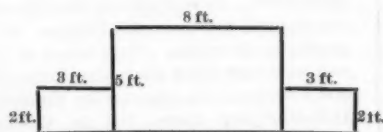
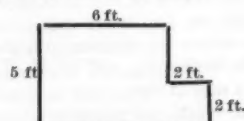
No. 2.



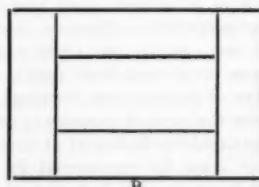
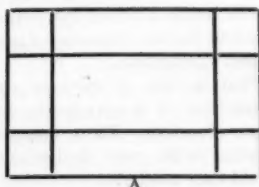
No. 3.

In No. 1, one enclosure is to be deducted from the whole square surface; in No. 2, two enclosures, and in No. 3, four enclosures.

The additions may be as follows:



To have it more complicated, make the additions, and deductions in inches instead of feet. Give a path around a yard to be bricked thus:



Have them consider how they are to measure and get the square feet, the corners may puzzle. They may take the four corners separately as marked in A, or take two long sides and two short sides, as in B.

Let them find the number of bricks it would take if laid in the three different positions, as flat, side, and end-ways.

From this lead them to get number of yards to carpet a room, getting the square of one yard. Have them tell themselves, if possible.

Then pass to preparing a wall. Have them decide for themselves what parts of the room require to be measured, sometimes include ceiling in the papering.

These exercises will lead them to think, reason, and at the same time be interesting and business-like.

#### SCHOOL-ROOM DECORATION.

By LUCY AGNES HAYES.

The "old-fashioned" school teachers made no pretence of decorating their school-rooms. God's sunshine streamed in through unshaded windows, upon rough-hewn benches, rude arm-chair, ruder desk and warping floor, falling full on clean-faced lads and lassies. I wish some "new-fashioned" teachers would make no pretence of decorating their school-rooms, also.

Why, there's a beauty in the sight of rude materials cheerfully doing their duty—whether as benches for the "rising generation," or any thing else, but there's no beauty, no refinement, in a room filled with highly-colored, tawdry chromos, Japanese fans, red curtains, ribbon-interlaced waste baskets, cheap calendars, and artificial flowers.

If anything is true to nature, it is beautiful and capable of giving out a beneficial influence.

Now, I hold it a sin to put un-natural things, which give out only bad influence, before innocent children. Yet many teachers are committing this sin every day of their lives. "What shall the harvest be?" "A mad-dened brain" would, I know, be the result of such a "decorated" room on me, and I confidently believe that one, at least, of the pupils who study there, has at some time been tempted to tear up the horrible staring pictures, throw the waste-baskets out of the window, and howl with delight at the ruin wrought!

A box of geraniums, a vacated hornet's nest, one or two good pictures, inside window shades that *work properly*, a collection of stones or shells, or both,—things like these are the only decorations a school-room can have, and thereby refine children. They allow *breathing space*, can be easily dusted, are *restful* as well as beautiful, and the sunlight and fresh air neither fade them nor reveal *sham* nor *braggartism* in them.

Teachers, expel from your school-rooms everything that is neither useful nor truly beautiful, if you would have your pupils honest, kind-hearted, and full of the power "to see and to love the highest" in nature, religion, and art.

#### MY OBSERVATIONS ABROAD.

By DR. L. R. KLEMM, Cleveland, Ohio.

#### III. CONCENTRATION OF EFFORTS.

Many readers of the JOURNAL, it is reasonable to suppose, are familiar with what is meant in Germany by the expression *real schulen*, namely, higher schools, so called in contradistinction from "gymnasium" or "lyceum." The *real schule* pays more attention to *real knowledge*; that is, modern sciences, languages, and culture, while the "gymnasium" is the seat of learning where the dead languages and classic culture are fostered. In these *real schulen*, I notice, much attention is paid to concentration of efforts, or concentric instruction. That is to say, the different branches of study are made to assist each other. Thus arithmetic is in organic connection with other branches of study, as can be seen from the problems I quote (and translate) from the book in the hands of the pupils.

The book is not entitled "Principles of Arithmetic," or "A Complete Arithmetic," or "Science and Art of Arithmetic," but assumes the modest title, "Material for the Study of Arithmetic." The examples I present here are taken haphazard from different parts of the book. I will let them speak for themselves. They will give many a thoughtful teacher a pointer, and would not be out of place if used in a technical school. At any rate, they cannot be said to treat only with dollars and cents.

Ex. 1. In 125 Kg. gunpowder there are 10 Kg. sulphur, 15 Kg. carbon, and 100 Kg. saltpeter. How much of each of these materials must be taken to produce 100 Kg. powder?

Ex. 2. If 3 Kg. red sealing wax contain 960 g. cinnabar, how much cinnabar will 24 Kg. of wax contain?

Ex. 3. An iron foundry can furnish 9 tons of rod-iron if working with 6 trip-hammers. How many tons and Kg. can it furnish with 14, 8, 4, 17, or 29 hammers?

Ex. 4. Three cogwheels are at work in combination. While the first makes 9 rotations, the second makes 30. While the second rotates 5 times, the third does it 80 times. How many rotations will the third make during the time it takes the first to make one?

Ex. 5. Of two cogwheels working upon each other in their circumferences, the smaller has 19, the larger 329 teeth or cogs. How many rotations will the smaller wheel make, while the larger makes 4?

Ex. 6. Our earth travels about 44,850 geographical miles in 3 hours. How many miles does it travel in 18 minutes? (Mental: 18 min. =  $3 \cdot 10$  hour.)



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Ex. 7. The earth's diameter is 7,925 miles; what is 1-5 of it? (Mental.)

Ex. 8. An inclined plain rises at an average 1-3 meter in every 50 m. At what distance will it have reached a height of 5 meters?

Ex. 9. An incline in the track of the Rhenish railroad near Aix la Chapelle amounts to 54 4-5 meters in a distance of 2,086 m. In what distance does it amount to 10 dm?

Ex. 10. A lumber merchant bought an oak for 52 3-4 marks, and paid M. 3.30 for wages to have it felled, peeled, etc. The tree furnished 1,400 Kg. tanbark, which brought M. 18 3-5 per 500 Kg. net. From the trunk, two axletrees for a flour-mill were prepared and sold for M. 9.75 each; wages M. 3.50. The branches furnished 54 bundles of firewood, which were sold at 25 pennies apiece; wages for chopping and binding M. 2.66. To find the net profit.

Ex. 11. The sea covers 0.734, the land 0.266 of the surface of the earth. How many times greater is the surface of the sea?

Ex. 12. Upon the northern hemisphere the land covers 0.4 of the surface, upon the southern hemisphere only 0.12. How many times more land on the northern hemisphere?

Ex. 13. If the entire surface of the earth be taken at 1,000 parts, the torrid zone would cover 398.74 91, the temperate zones 259.1555. To find how much is covered by the two frigid zones.

Ex. 14. With every turn in the nut a screw advances 9.25 mm. How much in 6.345 turns?

Ex. 15. Sound travels 1038.06 Parisian feet in one second. What distance will it travel in 25.14 seconds?

Ex. 16. Some one saw the light of a cannon shot, and heard the report 5.9 seconds later. What was the distance between him and the cannon? (See Ex. 15.)

## SYLLABUS OF WRITTEN ARITHMETIC.

By T. J. MITCHELL, Ph. D.

### II.

#### SUBTRACTION.

#### I. TOPICAL OUTLINE.

1. Definition.
2. Terms.
  - a. Minuend.
  - b. Subtrahend.
  - c. Difference or remainder.
3. Sign.
4. Principles.
5. Operation.
  - a. Writing the numbers.
  - b. Drawing the line beneath.
  - c. Subtracting and writing the difference.
6. Rule.
7. Proof.

#### II. THE ORDER OF TEACHING SUBTRACTION.

1. Find the difference between single numbers.
2. Subtract when there is nothing to "borrow."
3. Subtract when there is something to "borrow."
4. Subtract when there are ciphers in the minuend.

#### III. FORMS OF ANALYSIS.

1. The old method.
2. The changed minuend method.
3. The subtraction by addition method.

#### IV. REMARKS.

1. Repetition is the secret of success.
2. Accuracy first, rapidity afterwards.
3. Subtract by 2's, 3's, etc., for practice.
4. Assign written analysis for home work.
5. Explanations teach pupils to talk clearly.
6. All terms should be defined with great care.

#### V. CAUTIONS.

1. Avoid the use of the word "borrow."
2. See that the analysis is truthful.
3. Teach the process before the explanation.
4. Test the accuracy by applying the proof.

#### MULTIPLICATION.

#### I. TOPICAL OUTLINE.

1. Definitions.
2. Terms.
  - a. Multiplicand.
  - b. Multiplier.
  - c. Partial Product.
  - d. Product.
3. Sign.
4. Principles.
5. Operation.
  - a. Writing the numbers.
  - b. Drawing the line beneath.

- c. Finding the partial products.
- d. Drawing the line beneath them.
- e. Adding the partial products.

#### II. THE ORDER OF TEACHING MULTIPLICATION.

1. Have both terms consist of one figure each.
2. Let the multiplicand consist of several figures, but not require any "carrying."
3. Introduce the process of "carrying."
4. Have two or more figures in the multiplier.
5. Have one or more zeros in the multiplier.
6. Have both terms end in ciphers.

#### III. CONTRACTIONS IN MULTIPLICATION.

1. When the multiplier is 10, 100, etc.
2. When both factors end in ciphers.
3. When the multiplier differs but slightly from 100, 1,000, etc.
4. When the multiplier is an aliquot part of 100, 1,000, etc.
5. When either or both factors consist of ones.
6. Easy methods of squaring numbers.
7. "Lightning" methods of multiplying numbers.

#### IV. DIRECTIONS.

1. Teach the pupils how to study.
2. Require the pupils to make their own multiplication tables.
3. Use many devices for fixing the tables.
4. Give a great many practical examples.

#### V. CAUTIONS.

1. Remember that zeal is indispensable.
2. Reward neatness as well as accuracy.
3. Strict discipline is especially needed in teaching arithmetic.

## EXAMINATION FOR KINDERGARTEN TEACHER'S CERTIFICATE.

Philadelphia Public Schools, Supt., 1887.

#### THEORY AND PRACTICE OF THE KINDERGARTEN.

1. State the principles which distinguish Froebel's philosophy of education from the systems of other educational reformers.
2. Describe the second gift, and explain what is intended to be accomplished by it.
3. What are the specific objects which the kindergarten seeks to attain in the education and training of the child?
4. Weaving.—One example showing the first five steps.
5. Pease work.—Make a pentagonal prism.
6. Paper Cutting and Mounting.—Invent and make a geometric pattern with colored papers.
7. Paper Folding.—Make the first fundamental form five times, and then convert all of these but one into four different forms.

#### DRAWING.

N. B. Place each of the following exercises on a separate sheet. The figures are to be bold and to be freely drawn.

1. Make an outline drawing of
  - (a) The cat.
  - (b) The lily.
2. Draw an outline representation of the group of models placed in view.
3. Make a picture to illustrate a story of which the following is a synopsis.  
Mary lived in a pretty house in the country. She took her slate and started off for school. She saw a rabbit near the lane as she went along. The rabbit sat up to look at Mary, and she stopped to look at the rabbit.

#### MODELING IN CLAY.

1. How would you prepare to dry clay for the children to work with?
2. How would you take care of the clay?
3. Develop the square pyramid, beginning with the sphere.
4. Model a basket containing apples.
5. Make a high relief model of a pear.

#### GEOMETRIC FORMS.

1. Classify triangles according to their sides, and their angles. Illustrate with figures.
2. Classify four-sided figures. Illustrate.
3. Explain the development of the cone.
4. Make a paper form of a cube.
5. Make a paper form of a triangular prism.
6. Make a paper form of a square pyramid.

#### MUSIC.

1. Why is music made an essential feature of kindergarten instruction?

2. How would you prevent children from straining their voices?
3. How would you secure a pure, sweet tone in singing?

4. Write on the staff, three measures of music in the key of A, 4-4 time, using a half-note in the first, a dotted note in the second and a quarter rest the third.
5. Write, on the staff, the major scale of B flat.
6. Sing, at sight, exercise A.
7. Sing, at sight, exercise B.
8. Sing from memory a kindergarten action song.

#### PLANT AND ANIMAL LIFE.

1. (a) What peculiarities of structure are used as the basis of the classification of plants?  
(b) Illustrate your answer by classifying the pink.
2. (a) Illustrate by drawings the several parts of a flower.  
(b) Combine these several parts to represent the entire flower, and name the flower that you have drawn.
3. Write the outlines of a lesson on the potato to a class of kindergarten children.
4. (a) Name the four great divisions into which naturalists have divided the animal kingdom.  
(b) State the leading characteristics of each.
5. Name three different coverings of animals, and show how these coverings are adapted to the habits of the several animals to which they belong.
6. Give a conversation lesson on the cat, stating the distinguishing characteristics of the structure and the habits of the family to which it belongs.

#### PHYSICAL PHENOMENA OF NATURE.

1. Write out the topics of a conversation on snow, showing the subject-matter and the purpose of the lesson.
2. Arrange the outlines of a class-lesson on rocks, adapted to advanced kindergarten pupils.
3. How would you develop a lesson on running waters so as to explain their origin and their uses?
4. Write the outlines of a conversation-lesson on light.

#### SCHOOL HYGIENE.

1. Give the three essentials of any scheme of artificial ventilation.
2. How can the teacher care for the eyes of the pupils?
3. How can the moral nature of the pupils be effectively aroused and strengthened by agencies at the disposal of the teacher?
4. (a) Why do not the feelings of teacher or pupils form a good means of judging of the correct temperature of a room?  
(b) What do the best authorities consider the proper temperature?
5. How can the kindergarten teacher influence her pupils in regard to their food?

#### MENTAL AND MORAL SCIENCE IN THEIR RELATIONS TO EDUCATION.

1. Discuss the relative values of mental development and mental acquisition.
2. What is meant by training a faculty?
3. Name the special senses in the order of their knowledge-giving power.  
State what stimuli are appropriate to each.
4. Upon what two conditions does the power to reproduce an object or event some time after it has been presented, depend?
5. Show how imagination is related to the acquisition of knowledge.
6. Discuss sympathy as an element in education.
  - (a) Its uses.
  - (b) How cultivated.
7. Mention some of the ways by which a child's attention is stimulated.

#### HISTORY OF EDUCATION.

1. Write a comparison of the methods and aims of education as practiced in Sparta and in Athens.
2. What was the condition of education in the middle ages?
3. Explain the rise of Humanism and its influence upon modern education.
4. Give some account of the educational theories of Comenius.
5. Discuss briefly the educational theories set forth in Rousseau's Emile.
6. Give a short statement of the practical principles introduced into the school by Pestalozzi, and the bearing of these upon the subsequent development of educational methods.
7. State the leading principles of Spencer's philosophy of education.



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## GENERAL EXERCISES.

## TWO KINDS OF VISITORS.

By LEOLINE WATERMAN.

CHARACTERS.—Maggie Winthrop (aged 18 or 20), Elsie Winthrop (aged 6). Miss Angry Discontent, Miss Patient Perseverance, her sister Miss Make-The-Best-Of-It, and Mr. Prosperity.

SCENE.—Maggie's Room.—(Prepare by covering a three-leaved clothes-horse with some dark material to make three sides of room. Cut window in the back and door at one end. Furnish with two or three chairs, a table, a tall, old-fashioned clock, of pasteboard, &c.)

Maggie seated in a rocking-chair, sewing, with work-basket and great pile of work on the floor beside her.

Elsie sitting on floor playing with her doll.

Enter Miss Angry Discontent, dressed in a plain black dress with narrow skirt and tight waist, and a bright green bonnet trimmed with yellow ribbons. She carries a basket of lemons, and when she turns her back a placard appears, bearing her name in yellow letters on a green ground.

MISS A. D.—“Good afternoon, my dear Maggie, at work as usual, I see. I really think it is a shame that a pretty, pleasure-loving girl like you should be pinned down to hard work as you are. You are a deal prettier than half the rich girls that I know.”

MAGGIE.—“Do you know many rich girls, Miss Angry Discontent?”

MISS A. D.—“O, yes, indeed; I've more friends than you can imagine. In fact, almost everybody is my friend at times. When people are in trouble they're almost sure to send for me.”

MAGGIE.—“But rich people are never in trouble, are they?”

MISS A. D.—“Rich people never in trouble! O, yes, indeed, they are. There's Miss Purseman, she cried her eyes out yesterday, because her new silk dress was the wrong color; and Miss Proudly has just sent for me to comfort her because Miss Purseman has not sent her an invitation to her party. Still, my dear, their troubles are nothing compared with yours.”

MAGGIE.—“I should think not! I believe I am the most unfortunate girl on the face of the whole earth! First father died and then my dear mother worked herself to death too, and now I have to take care of myself and Elsie.”

MISS A. D.—“It is very hard. If it were not for Elsie you might get a place as governess or something else. But as you can't leave her you must just keep on sewing. It is terrible work, too, for you; you are getting all bent over, and as pale and thin as possible. Here, take a lemon. I am sure it will refresh you (*handing her one*).

ELSIE.—“Maggie, won't you give me a piece of ribbon to make a sash for my doll?”

MAGGIE.—“Well, I must say, I am surprised at you, Elsie. Don't you know that I haven't any money to waste on ribbons and such things? It is hard enough work to get your food and clothes, child.”

MISS A. D.—“*(to Elsie)* ‘Poor child, what a pity it is that you can never have anything that you want. Your doll needs new clothes as well as a new sash. What a miserable old doll it is too.’”

ELSIE.—“Yes, I want a new one! Its face is all cracks and its feet are broken short-off, (*beginning to cry*). I hate her! she's a horrid old thing” (*throwing her under the table*).

MISS A. D.—“Yes, I would throw her away, dear. Perhaps if you watch at the gate some time you may see old Mr. Prosperity passing by, and if you do, tease him to give you a new doll, and perhaps he will, although I've heard that he never gives anything to any one who watches for him and teases him. He's a very queer old gentleman. But I don't know him very well.”

MAGGIE.—“What a pity! I was just going to ask you to introduce him to me, and perhaps he might help us. But it is always so!”

MISS A. D.—“I am very sorry out I have never been able to introduce him to anybody yet. He's a queer old fellow, as I say. But now good-ove. I must go see Miss Proudly.”

(Exit Miss A. D.)

MAGGIE.—“O, dear! O, dear! I am so unhappy! It is so hard to be poor and work for a living! (*beginning to cry*). But there, I haven't even time to cry. I must work, work, work, all the time (*looking at clock*). My! It is nearly three o'clock, and I must get this finished tonight. I have wasted ever so much time, but some way I never can work when Miss Angry Discontent is here.”

Enter Miss Patient Perseverance and her sister Miss Make-The-Best-Of-It; Miss P. P., dressed in silver gray, and bonnet trimmed with blue. Her name on a blue placard in silver letters. Miss M. T. B. O. I., dressed in white with red ribbons and name on red placard in gold letters. Each carry a bouquet of flowers.

MISS P. P.—“How do you do, my dear Maggie?” I am glad to see that you are at work. The best way to keep happy and contented is to keep busy. But what is this? (*Picking up lemon*). A lemon! I hope you don't eat such things my dear?”

MAGGIE.—“Miss Angry Discontent gave it to me?”

MISS P. P.—“Has she been here? I have heard of her as a person of a very unhappy disposition. I dare say she likes sour things, but if I were you I would not take her lemons. Let me throw it out of the window (*does so*). There now! give me some work and I will help you, and we'll be through in no time.”

MISS M. T. B. O. I.—“Give me some too. I am very fond of sewing, aren't you? How nice it is that you have plenty of work to do!”

MAGGIE.—“Yes, mother's friends give me all I want. They are very kind.”

MISS M. T. etc.—“What a pleasant room you have, too, and what a comfort it must be to you to have a little sister like Elsie to keep you company! Elsie, come here and I'll give you some flowers (*Elsie takes them*). Now go and pick up poor Dolly and show her the pretty flowers.”

ELSIE.—“She is a horrid old doll. Miss Angry Discontent told me to throw her away.”

MISS M. T. etc.—“What a shame! Why, you've had her ever since you were a baby, Elsie; come, pick her up again. I'm sure you love her a great deal better than you would a strange new doll.”

ELSIE.—“Yes, I do” (*picking her up and kissing her*).

MISS M. T. etc.—“*(to Maggie)*. ‘What a sweet child Elsie is! She reminds me of your mother.’”

MISS P. P.—“Yes, my sister and I used to be old friends of your mother, my dear. I often helped her with her work.”

MISS M. T. etc.—“Yes, so did I, and I helped her hang ever so many pictures around this room too, one day. Where are they now, Maggie?”

MAGGIE.—“Miss Angry Discontent helped me take them down a little while ago. She said they only made the room look worse.”

MISS M. T. etc.—“O, I think she was mistaken, don't you? If we help you sew, I guess we'll have time to put them up again.”

MISS P. P.—“We will try.”

Maggie goes to table drawer and takes out a number of pictures, cards, &c. Miss M. T., leaves her work and helps her pin them up around the room.

MISS P. P.—“There, now, if you are through, we must go home, for you must know that I am going to be married to Mr. Prosperity to-night (*looking at clock*). Why it is five o'clock already! Good-bye, my dears, till we see you again.”

MISS M. T. etc.—“Good bye, good-bye.”

(Exit both.)

MAGGIE.—“What lovely people they are; don't you think so, Elsie? Come here and sit on my lap, dear. (*Elsie does so*). There now, we are just as comfortable as can be!”

ELSIE.—“I don't like Miss Angry Discontent.”

MAGGIE.—“No, I don't either, will never ask her to come and see us again.”

Enter Miss Patient Perseverance, Miss Make-The-Best-Of-It, and Mr. Prosperity (dressed very richly with name on a gold placard in letters sprinkled with diamond dust. He should be tall, and have a white beard and wig and rosy cheeks.)

MISS P. P.—“I met Mr. Prosperity at the gate, my dear, and he says that old Father Time isn't quite ready to marry us yet, and he asked me to introduce him to you” (*introduces them*).

MR. P.—“I am very glad to meet you, my dear Miss Winthrop. Miss Patient Perseverance and her sister tell me that you are a lovely girl. I am sure you must be if they are your friends. Miss Patient Perseverance and I are going to be married as soon as Father Time is ready, and then we shall be very glad to have you come to live with us. Miss Make-The-Best-Of-It is coming too.”

MAGGIE.—“We will be delighted to come, thank you.”

MR. P.—“There is only one thing you must remember. You must never speak to Miss Angry Discontent again, or let her speak to you. She is at the root of half the trouble in the world.”

MAGGIE.—“We will not, will we, Elsie?”

ELSIE.—“No, indeed, I don't like her a bit.”

MISS P. P.—“*(Looking out of window)*. ‘Here comes Father Time. Won't you come to our wedding Maggie? Come, Elsie.’”

(Exit all.)

How empty learning, and how vain is art,  
But as it mends the life, and guides the heart!

—Young.

## ARTICLES INTERESTING TO TEACHERS FROM RECENT PUBLICATIONS.

- Animals as Modified by Environment.—June Pop. Sci. Mo.  
Alcott (Louisa May).—June St. Nicholas.  
Antiquities of Southern Phrygia and Border Lands.—*Jnl of Arch.*  
Vol. IV., No. 1.  
Art Unions and Art Lotteries.—June Mag. of Art.  
Alcoholic Paralysis.—June Am. Jnl of the Med. Sciences.  
American Women, Out-door Athletics for.—June Gody's.  
Bible, What is the?—May Yale Review.  
Babylonian Writing, Two Stone Tablets with.—*Jnl of Arch.*, Vol. IV., No. 1.  
Boston Common, The Story of.—June Wide Awake.  
Bulgaria, Land and People in.—May Nord and Sud.  
Bahamas, In the.—May XLX. Century.  
College and Clerical Reminiscences.—May Good Words.  
Concord, Sunday at.—May Fort. Rev.  
Commercial Depression, Philosophy of.—June Pop. Sci. Mo.  
Catholic Universities in France.—June Cath. World.  
Christian Song, Pearls of.—June Quiter.  
Cawdor Castle and Culloden Moor.—June Atlantic.  
Darwinism as a Philosophy.—May Good Words.  
Darwin.—(May 12) *Revue Bleue*.  
Drunkards, Our Drinks and Our.—June Cath. World.  
Dickens' Characters and their Prototypes.—May Temple Bar.  
Education and the Employment of Children.—June Pop. Sci. Mo.  
“Early in Canada.—May Canada Ed. Month.  
“Higher in the West.—April Presb. Rev.  
“Technical in Board Schools.—May Contemp. Rev.  
Evils, Legislative Restriction of.—April Presb. Rev.  
English Slang and French Argot.—May Blackwood's.  
Eye and Light.—June Chautauq.  
Foods of Man.—Animal and Vegetable.—May Longman's.  
Flowerless Plants.—June Chautauq.  
Fiction, Some Gentlemen in.—June Serbner's.  
Greece, The Isles of.—May Good Words.  
German University, Notes from a.—May Andover.  
Geological Tourist in Europe.—June Pop. Sci. Mo.  
Girard College.—May St. Nicholas.  
Geologic Change, An Agent of.—May London Phil. Mag.  
Ghosts, Dreams and Hypnotism.—June No. Am. Rev.  
German History, Studies in.—May Revue des Deux Mondes.  
Glaciers.—May Chambers'.  
Himalayas, Beyond the.—May Blackwood's.  
Hymns and Hymnals.—May Blackwood's.  
Hymnody in its Power to Teach.—May Fireside.  
Holmes (Oliver Wendell).—June Book Buyer.  
Hofmann (Josef).—May St. Nicholas.  
Hoary Ho and its Destructive Vagaries.—May Cosmopolitan.  
Harmful Books.—(April 28) *Literature*.  
Industrial System, The Breakdown of Our.—June Eclectic.  
Infants, The Imitative Faculty of.—June Pop. Sci. Mo.  
Interrogation and Exclamation Points, Origin of.—May Am. Bookmaker.  
Incans and Indians of Peru.—June Ballow's.  
Jonson (Ben).—May XLX. Century.  
Ku Klux Klan.—May Gentleman's.  
Labor Troubles.—June Forum.  
Lincoln (Abraham).—June Century.  
London as a Literary Center.—June Harper's.  
“The first Sunday-school in.—May Sunday at Home.  
Lowell's Poems.—(May 12) *Literature*.  
Light and Water Colors.—June Mag. of Art.  
Libby to Freedom, From.—June Lippincott's.  
Man and Insect.—May Sunday Mag.  
Modern Greek Poets.—June Woman's World.  
Monuments, Preservation of.—May Am. Antiquarian.  
Monsoon, A.—June Wide Awake.  
Moderate Drinking, The Effect of.—June Pop. Sci. Mo.  
Natural History Notes and Anecdotes.—May Leisure Hour.  
Norway, A Peep at from the Sea.—May Leisure Hour.  
Negro in Politics.—June Forum.  
Names, Origin and Significance of.—June Chautauq.  
Needle Women, Something About.—June Woman's World.  
Orators, About Some.—May Gentleman's.  
Oxford Life, Curiosities of in the Seventeenth Century.—June Little's Living Age.  
Our Work and How to do it.—May Canada Ed. Month.  
Phonograph, The Perfected.—June No. Am. Rev.  
Prehistoric Artificial Terraces in Ohio.—May Am. Antiquarian.  
Philippine Islands.—June Chautauq.  
Parliament or Congress.—May Contemp. Rev.  
Puritanism.—May Macmillan's.  
Poor, The Problem of the.—May Sunday at Home.  
Pensula, In the Beautiful.—June Domestic Monthly.  
Ruskin's Guild of St. George.—June Lippincott's.  
Renaissance, Philosophy During the Period of the.—May Antiquary.  
Railway Problems.—June Forum.  
“The Building of.—June Scribner's.  
Rocky Mountains, Discovery of.—June Atlantic.  
Swiss Federalism, Antecedents of.—May Overland.  
Swiss Travel, A Reminiscence of.—May Sunday at Home.  
Schools (Public), Attitude of the R. C. Church Toward Them.—(May 31) *Christian Union*.  
Senses, Culture of.—(May 31) *Independent*.  
Sedentary Habits of Professional Men, and their Effect.—May Herald of Health.  
Stanley, In the Track of.—May Young England.  
Seward (Wm. H.), Personal Recollections of.—June Mag. Am. Hist.  
Secondary Instruction.—May Revue des Deux Mondes.  
South, Old and New.—Bulletin of the Nat. Asso. of Wool M'f'ers, Vol. XVII., No. 4.  
San Sebastian, Summer Saunterings in.—June F. L. Pop. Mo.  
Smith (Sydney).—May Macmillan's.  
Temperance and Hygiene.—May Canada Ed. Month.  
Teachers, Personality of.—June No. Am. Rev.  
Tramps; Medieval and Modern.—May Westminster.  
Trade Schools vs. Trade Unions.—(May 31) *Independent*.  
Tariff Discussion.—June Forum.  
Universities, Mission Work in the.—June Quiter.  
University, The Next American.—June Forum.  
Victorian Literature.—May Gentleman's.  
Virginia, Popular Government in.—June Mag. Am. Hist.  
Women, Societies for Parish Work Among.—(May 26) *Churchman*.  
Wesley in Seven Days.—June Quiter.  
Washington (Georgel).—May Colburn's United Service Mag.  
What Should We Eat?—June Century.  
Women's Work and Ways.—May Longman's.  
Women, Position of in Ancient Rome.—May Contemp. Rev.  
International Convention of.—May Cosmopolitan.

## EDUCATIONAL NOTES.

## ALABAMA.

The students of the Verbena High School edit and publish a bi-weekly paper, called the *Alpha*. The execution is tasty, and the matter very creditable.

The report of the finance committee of the city of Talladega shows that during the past year \$12,000 was expended by the city government for house and grounds for the public schools, and \$2,000 for school apparatus. It also states that the city schools have proved a blessing so Talladega, and are becoming more popular and useful every day.

## CONNECTICUT.

D. S. Sanford, M.A., principal of the Stamford High School, declines appointment to the New Haven High School. The Stamford people urged him to remain, and increased his salary considerably.

A. B. FIELD.

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Miss A. K. Hubbell, of the Webster school, New Haven, has resigned her position.

Principal Burdick, of the Natchung school, Willimantic, will sever his connection with his school at the close of the present scholastic year. He has been invited to take charge of the Mt. Pleasant Academy in Providence, R. I. He may, however, retire altogether from teaching.

The Norwich Free Academy will graduate a large and interesting class at the completion of the present term.

## INDIANA.

Our state board of education is composed of several high school officials of the state, among others the city superintendents of the three largest cities, Indianapolis, Evansville, and Fort Wayne. But a recent enumeration of the school children in Fort Wayne develops the fact that she has about 3,000 fewer children than Terre Haute, hence Supt. Wiler, of the latter city, will succeed Dr. Irwin, of Fort Wayne, on the state board.

The authorities having the matter in charge have, after considerable correspondence and careful inquiry, selected the Hotel Pleasanton, corner Jones and Sutter streets, near the place of meeting, as Indiana headquarters at the National Education Association. The rates are \$2.00 per day, four persons in two rooms. The regular rates are \$2.50 to \$4.00 per day. The house is a new one, opened last fall. This hotel is chosen as headquarters for the normal school department, where the president will be found after July 12.

## IOWA.

The seventh annual commencement of the Decorah High School took place June 22. Five pupils were graduated.

## KANSAS.

Harper public schools, under Supt. Cook, have reduced the number of tardinesses to a minimum. The new school building at Harper is nearly completed, and is said to be an ornament to the city.

Kansas will send a large delegation to the National Association, at San Francisco. Prof. A. J. Jones and his accomplished wife, of Neosho Falls, will be among the number.

Yates Center High School is No. 39, of the 99 "Preparatory High Schools" of the state. These schools are directly connected with the University, form the connecting link between the common school and the later institution. The Yates Center School is also one of the 49 schools in the state in which Latin is taught.

President D. E. Sanders of "Fort Scott Normal," is pushing his work with his accustomed vigor. He has recently established another normal school at Great Bend.

From all reports, the normal school at Harper is growing rapidly under the efficient management of President R. W. Ball. This is one of the newest institutions in the state.

## MISSOURI.

The commencement exercises of the Lawrence public school, Mr. B. J. Tice, principal, took place June 27.

## NEW HAMPSHIRE.

Over \$4,000 have been subscribed in Andover, toward the Proctor Academy endowment.

The vacancy in the board of trustees of Phillips Exeter Academy, caused by the resignation of Joseph B. Walker, Esq., has been filled by the appointment of George S. Morrison, a graduate of the academy in 1859, of Harvard in 1863, and an eminent civil engineer, formerly of New York, and now of Chicago.

Professor Cilley has been an instructor in Phillips Exeter Academy for 30 years.

Miss Helen Marshall, a former popular teacher in the Nashua High School, is teaching Norwich Free Academy at Norwich, Conn.

Professor Parker of Dartmouth College, and his daughter are at Constantinople at present. They expect to return home during July.

## NEW JERSEY.

A recent meeting of the board of education of Orange was devoted to the discussion of industrial training. Mr. Cutts gave an account of a visit to the recent exhibition of the work of the Philadelphia schools, by President Grinstead, Commissioners Gill, Mohor, and himself. The exhibition included specimens of writing, drawing, map drawing, raised maps, and sewing, also geologic maps, chemicals, written work in history, working drawings, etc., and evidenced careful and intelligent work on the part of the instructors. The work of the manual training school was especially interesting, and this was shown by pupils actually at work under the supervision of their teachers. Among the many articles shown in this department were specimens of carpentry, wood turning, forging, tin soldering, molding for castings, and electric appliances. The availability of a state appropriation for the work was talked over. It was suggested that the superintendent and principals of the several schools should visit the school in Philadelphia, where they could examine the system more in detail, and become familiar with its workings.

## NEW YORK.

The graduating exercises of the Attica Union School took place June 21. Nine pupils graduated.

The commencement of the Babylon High School took place June 22. There were four graduates.

The closing exercises of the 88th term of the State Normal School at Albany took place June 22.

## NORTH CAROLINA.

The Elizabeth City State Normal School will hold its next session July 9-27.

The plan of instruction will include class-work and general lectures on all subjects required in the public school course; also lectures on methods, organization and discipline. Address Prof. M. C. S. Noble, Wilmington.

## OREGON.

Hon. E. B. McElroy of the Oregon public schools, has sent letters to the teachers of his state, urging their attendance upon the

National Education Association, and setting forth the different routes between Oregon and San Francisco.

## VERMONT.

After this the Barre schools will be graded. The rapid growth of population in Barre, has made this necessary. The old academy boarding-house will be sold.

A school savings fund has been started in the St. Johnsbury schools. The amount now aggregates \$619.58, a practical illustration of "take care of the pennies, and the dollars will take care of themselves." Twenty volumes were recently added to Winoski High School library.

The students of Norwich University at Northfield increased in numbers so rapidly during this year, that larger accommodations are necessary.

Bremant Academy, of New Haven, has recently received from Hon. R. B. Langdon, and Mr. William Hoyt, \$10,000 for scholarships.

St. Johnsbury Academy class of '88 has left a memorial fund for the establishment of a true meridian line on the grounds.

The Burlington High School has adopted a new plan for the remainder of the spring term. It will hold only one session, from 8:30 to 1:30, a plan which is happily becoming more popular.

Perkinsville, Vt.

B. H. ALLBEE.

## WISCONSIN.

The thirty-sixth annual session of the Wisconsin Teachers' Association will be held at Eau Claire, July 3-5. The following program will be presented:

## TUESDAY, JULY 3.

Address of welcome, Hon. Geo. B. Shaw, Mayor of Eau Claire. Address, "The Functions of the State University," Pres. T. C. Chamberlin, LL.D.

## WEDNESDAY, JULY 4.

"The Study of Local History," R. G. Thwaites, Sec'y Wis. Hist. Society. "What can the School do to Cultivate Patriotism?" Prof. Theron B. Pray. Discussion, led by Prin. J. W. Livingston. "Modern Mathematics," Prof. Chas. H. Chandler, Ripon College. "Shall we Teach Children to See what is?" Miss Cornelia E. Rogers. "Farmers' Institutes as an Educational Factor," Hon. W. H. Morrison. Discussion, led by Hon. J. B. Thayer, State Superintendent. Oration, "The Schoolmaster and the State," Hon. Jos. V. Quarles, Racine.

## THURSDAY, JULY 5.

"Language Teaching in Elementary and High Schools," Supt. Wm. E. Anderson. Discussion, led by Principal J. C. Crawford. "Does Education Educate?" Miss Jessie Christie. Discussion "Elimination of Unprofitable Work from the School Curriculum," led by Prof. J. W. Stearns, LL.D. Lecture, "Physical Education in Public Schools," Dr. Dan Milliken, Hamilton, Ohio. "Physical Conditions of School Life," Pres. Geo. S. Albee. "School Libraries, How to Get and How to Use Them," Principal Dwight Kinney and Supt. Addie Neff.

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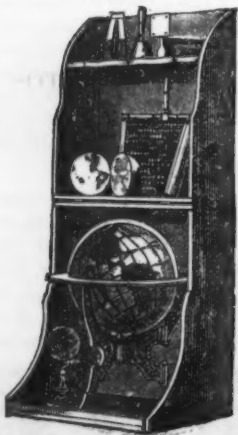
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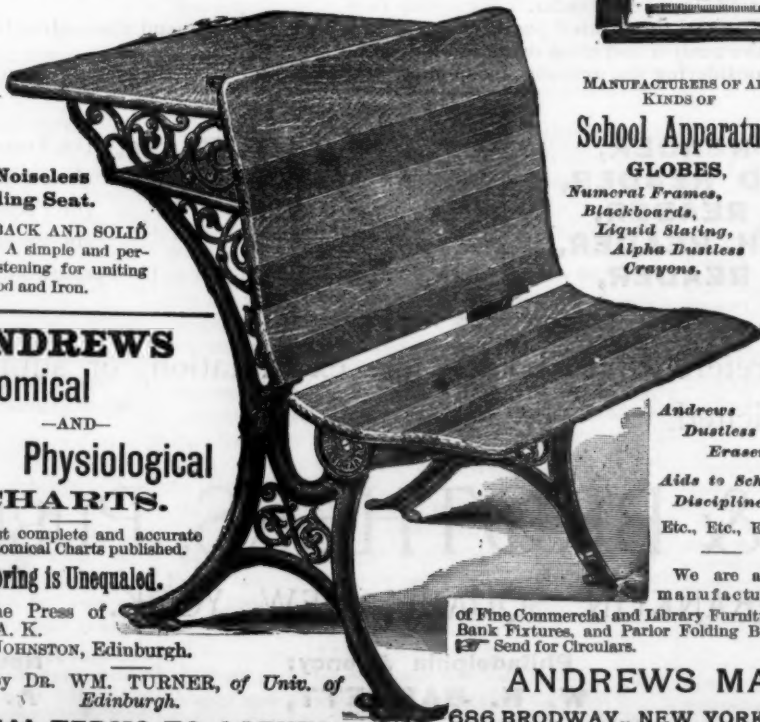
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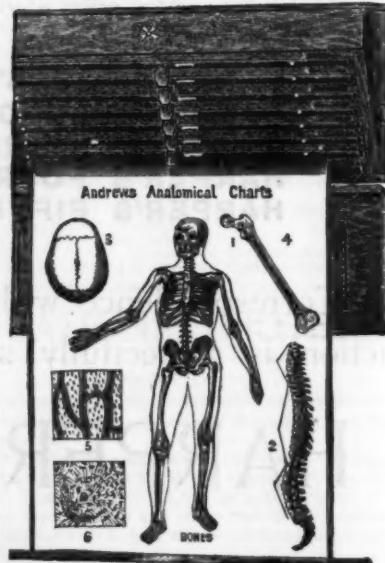
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## NEW YORK CITY

At the commencement of the City College forty-six young men were graduated. President Simmons delivered an address on "The Higher Education." Forty-three medals were given, six received honorable mention, and prizes were won by seven. No honorary degrees were conferred.

The Normal College Commencement took place June 28.

The annual reception of G. S. 72, F. D., Miss Pardee, Prin., took place June 27.

The board of trustees of the Normal College has been organized. It consists of Dr. Hunter and the board of education. Mr. Simmons is president and Mr. Arthur McMullen secretary.

We acknowledge with thanks all invitations to closing exercises. Press of work has prevented our attendance.

## BOARD OF EDUCATION.

President Simmons was elected chairman of trustees of the College of the City of New York. Arrangements have been made to have free lectures in twenty-four schools next year if the money can be obtained. Supt. Jasper was exonerated from charges of inefficiency and incapacity by a vote of 13 to 7. The famous Miss Mason affair was discussed, Commissioners Sprague and Webb attacking Supt. Jasper's conduct of it. Miss Dodge said that she had conducted the investigation at the request of President Simmons after receiving direct, as well as hearsay evidence. She read a letter from Mr. Simmons in which he authorized Mrs. Agnew herself to undertake the case. Miss Dodge said: "In pursuance of our directions Mrs. Agnew and I consulted. The Manual states that such matters should be left in the hands of the trustees. We therefore saw one of the trustees, a member of the teachers' committee of the fifteenth ward, and the matter was then brought to the trustees through the chairman of the board. Meanwhile I had an interview with the city superintendent, and then learned the facts presented in his open letter. Supt. Jasper told me that rumors or anonymous letters could never be touched by him, and yet for the first time I learnt that the investigation took place three years ago, when a similar, only more detailed, anonymous letter had been received. Those who are acquainted with the facts agree that I have proceeded in order. In Miss Mason's case, Mrs. Agnew and I were trying to get evidence to prove her guiltless rather than guilty.

It is not right that Miss Dodge should be condemned for acting under authority of the president of the board. She has not only acted on more than hearsay evidence and at the request of President Simmons, but has been influenced solely by duty, regardless of consequences to herself.

The superintendent was directed to report to the board at its next meeting all violations of the by-law relating to the overcrowding of schools.

The closing exercises of G. S. 25, R. H. Pettigrew, principal, took place June 22.

The graduating class of Grammar School 63, in the twenty-fourth ward, held its commencement exercises June 21. Two silk flags were presented by Trustee Theodore E. Thomson. Eighteen pupils were graduated.

The graduating exercises of the male department of grammar school 37, Wm. A. Owen, Prin., took place June 22.

Two hundred and ninety-one girls were graduated from the Normal College this week. A course of five years with the degree B. A. will hereafter be offered to students not wishing to teach. They can afterwards obtain a license by a six months' study of methods. Instruction in manual training will be introduced in the regular course. The college will be under the supervision of the State Board of Regents.

The Shakespeare prize offered by Mrs. A. S. Barnes, Brooklyn, has been awarded to Miss Clara French, A. B., of Smith College, who will be graduated A. M., *cum laude*, at Cornell's coming commencement.

The graduating exercises of G. S. No. 48, M. L. Clawson, principal, took place June 27.

The graduating exercises of G. S. No. 79, H. C. Litchfield, principal, took place June 28.

Forty-two girls were graduated from G. S. 41, Miss Cavannah, principal. After the exercises, a lunch was prepared and served by eleven of the graduates.

Mayor Chapin, of Brooklyn, will not appoint any women on the board of education.

The closing exercises of the school of the Paulist Fathers were largely attended. The singing was specially worthy of attention, as showing how vocal development is an aid to physical culture.

The graduating exercises of the New York Institution for the Instruction of the Deaf and Dumb, on Washington Heights, took place June 26. Drawing on blackboards by children less than eight years old, and sketching by special students in the art department, formed part of the program. An illustration of how deaf mutes are first taught was given.

Various articles were placed on a table, and their names written on the board. Pointing to the name on the board, the instructor says to the pupil, by sign: "Give me a knife." Then the pupil, if he understands, picks up the article he desires. If not, he is shown which to select, and thus learns all at once the name of an article in print and also in the sign language.

A deaf, dumb and blind pupil, who has been in the school eleven years, wrote on a typewriter an address to the audience. Seventeen prizes were awarded.

The mechanical arts, as well as the ordinary school branches are taught in Felix Adler's Workingmen's school, not to educate artisans but to prove that the labor of the hands is an invaluable aid in the development of the brain. Sixteen pupils were graduated at this school which has given free instruction to three hundred and seventy-five students during the year.

At the exercises of the Fordham Grammar School, No. 64, W. J. Kennard, principal, an American flag was presented by Commissioner F. W. Devoe.

The closing exercises of G. S. 58, John D. Robinson, principal, took place June 23.

Sixteen girls were graduated on June 23 from G. S. No. 25, Miss Hannah A. Sill, principal.

The forty-third commencement of St. John's College, Fordham, took place June 28.

The commencement of the training department, Normal College, was held Thursday. Fifty-two pupils were graduated. Dr. William Wood presented the diplomas.

At G. S. No. 19, Male Dept., thirteen prizes for excellence in examinations were awarded.

At G. S. No. 61, forty-two pupils received diplomas, and four prizes were given.

The graduating exercises of G. S. No. 69, Female Dept., Miss Hoffman, principal, were held Friday. Fifty-six graduates received diplomas. One of the pupils received the gold medal offered by ex-Mayor Grace, for the highest per cent. in the entrance examinations to the Normal College.

Our well-known correspondent, Miss E. E. Kenyon has been promoted to the head of a department in the Brooklyn schools. Miss Kenyon is one of the most intelligent and progressive among the Brooklyn teachers. We congratulate the Brooklyn schools on keeping her services, for we happen to know that she has received a flattering offer from another city.

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## LETTERS.

94. WHAT ARE COMMON, PUBLIC, GENERAL, AND SPECIAL SCHOOLS?—The present discussion concerning "manual training" is certain to bring up for consideration, reconsideration, and correction a number of very important questions.

Supt. Marble's recent paper on engrafting manual training in the public school system, raised the query that heads this article. He brings up in his discussion the superficial argument (?) of what he calls common, or public, or general, and special schools. This argument is used by most all of the dissenters, in treating this subject.

Question 1. What are common and what are public schools? 2. What are general schools? 3. What are special and what are private schools?

Mr. Marble says: "No kind of work with tools is of general utility." Beg pardon, but that's only a "glittering generality."

Just as true, even more so: "No kind of work" with other than a general language, literature, etc., "is of general utility." Any technically worded text, or study, is special in the sense Supt. M. intimates; grammar, for instance.

Special schools should be established, but "to extend this special training, and engraft it upon the school system as a part of the course of study, like arithmetic and geography is quite another thing." (Note the language.) Question: 1. Can the training in arithmetic and geography be "extended" so as to become special? 2. Should special schools (or private ones) be established, "as they are needed and can be afforded!" to provide for this extension of all studies? 3. What place should "arithmetic and geography," etc., have in a system of common schools? 4. Will Supt. Marble, and others, even advocates of manual training, put a broader construction of language on the methods, ways, and means to be used in manual training?

Arithmetic and geography have been accorded a place, but not a correct one as yet; the various studies having either too little or too much of a place in contrast.

Now, manual training, and many other things, must be accorded a place and a right place.

Mr. Marble touches upon the specific function of the school in this: "We ought to be more modest in our pretensions, and, recognizing the prime responsibility of parents, we ought to concern ourselves chiefly with our specific duty of training the mind."

From this I understand (1) that the school has a specific function, (2) that the parent has a specific duty, and (3) that this specific function of the school is training the mind.

Now, without commenting any, let me ask, What is the specific function, or duty, or "the prime responsibility of parents"? From the quotation, it does not seem to be any part, at least a very little part, of "training the mind." It seems to me that there is a very large quantity of "pretensions" for the school in this claim; and I am egotistic enough to think there is a muddled superficiality in many minds concerning this "specific function" subject.

What a grand victory for morality to be able to think a good act without doing it! as a result, and how that inability would kill off the mere theorists.

Closing questions: 1. Are schools and school systems, that are common in these United States, common in the world? In China or Siberia? In Egypt or the Soudan? In Russia or Spain? In England or Germany even? If so or not, Why?

2. Is a country district school common to a city school? To a state university? Or is a school in the midst of farms common to one in the midst of factories? Or one on an agricultural plain, to one in the mountains?

3. Isn't what is called a special school, a common one from that point downward?

4. Isn't what we are prone to call a common school, a special one from that point upward?

5. What would be a true common school?

6. What would be a true special school?

7. A true system of either or both?

It seems to me that the principles, "From the known to the unknown," "the simple to the complex," "the near to the remote," and "the special to the general," need more attention and a broader application than is usually accorded to them.

Fox, Ill.

W. A. BEANE.

95. THE NEW EDUCATION.—What a phrase of many meanings! Col. Parker says it is "simply the earnest, thoughtful teacher, who has an ideal founded upon the vast possibilities of human development." I like that definition, but the time is not far back when it would have been wholly unintelligible to me. Five years ago I "taught" by a set of stereotyped methods which were imposed upon my associates and myself and which some of us thought (if we stepped so far aside from routine as to have a thought) were the sum total of all that was known

or theorized about education. I had "taught" nearly ten years. During all that time I had lived in a state of vague discontent like that of one blind who can barely distinguish light, but cannot determine the direction of its source. I knew we were all wrong. I knew I was doing more harm than good. I was continually conscience-stricken, helpless, restive, miserable. I wished that my lot had been cast in some chemist's laboratory or some astronomer's observatory, where the safer physical sciences were to be dealt with, instead of in an institution built for the purpose of cramping human nature. I tried by fits and starts, as feeble inspirations came to me, to remedy with my poor, weak touch, gigantic evils of whose nature I was but dimly cognizant. I found at each new trial that I might as well have attempted to walk directly through a stone wall. In all this time no one ever told me that there were schools where the teaching was very different from ours or that there were books to read; and I was so far from suspecting that help was to be had that I never even thought of asking. *This pitchy darkness surrounded me while at work in a public school in one of the largest of our American cities.*

I can imagine the following interview as having taken place between myself and one of those enthusiastic Quincy teachers who, we will say, met me on the street one day and pity-stricken by my dejected mien, in which rebellion and stoicism fought for ascendancy, spoke to me as follows, guided to the secret source of all my discontent by that marvelous intuitive power that ideal teachers always have: "You poor, dull-looking little thing, you! There is a science of education."

Myself:—(With an electric start.) "Have you discovered that too? Let us meet somewhere and talk!"

Q. T.:—"And there is an art of education!"

Myself:—(With a doleful shake of the head.) "Yes, but you and I will not live to see it studied."

Q. T.:—"Not so. It is studied now and with growing zeal. I have another piece of intelligence for you, but do not let it startle you so. *There is a literature of education.*"

Myself:—"Where? Where? Who can know enough of teaching to write about it?"

There is nothing exaggerated in all this. I was astonished and delighted as much but more slowly by a change that came over the domination of our school. The change concerned the entire city but was felt far more in some localities than in others. I eagerly watched the dawning light and at last discovered that it had come from a very

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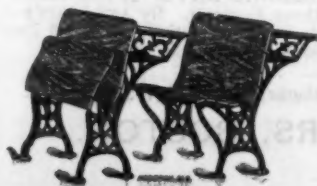
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reservoir of luminosity into which I could actually dip my own eager, privileged hands and hold them before me like lanterns in the darkness. I was so charmed with the discovery that I forgot to be ashamed of its tardiness. I, who read Herbert Spencer greedily, not to know that he had written a work on education! I did not read very fast, because I am so constituted that I cannot give the best attention to a new work until I have done thinking about the last one. But perhaps that was all the better. It seemed after awhile as though discouragement, instead of ending, had but just commenced. The great difficulty of reducing principles to practice and the impossibility of grafting philosophical upon unphilosophical teaching confronted me at every step. Then, too, I was uncertain how far I might digress from the old routine. I was afraid of using the larger freedom granted by the new regime for fear of trespassing beyond its undefined limits. However, I read on and thought on and worked on, alternating between dejection and enthusiasm, and all the time wondering if a system of education at all approaching the natural existed anywhere.

The more I look about me and inquire into the management of well-reputed schools, the more I realize that earnest thought has been long at work upon the problem which I once believed mine alone.

But all this is new to me. "The New Education," from my standpoint, therefore, includes everything that is excellent, everything that moves, in the schools of to-day.

M. CLEVELAND.

96. EDUCATION IN JAPAN.—I read in the JOURNAL of June 16, the article entitled "What We Saw," by Mr. Wm. M. Giffin. He says:

"Not long ago we visited a school in which there was a class shouting loud enough to be heard a block off something like this:  
many, m-a-n-y, many.  
many, m-a-n-y, many.  
many, m-a-n-y, many."

We do not know what they thought they were doing. There are those to whom we have told this fact who say they were studying a spelling lesson!! Mind you this is 1888!! No, sir; I beg your pardon, it was not in either Japan or China, but within fifty miles of my present seat, which is in the little state of 'Jersey.'"

If my judgment is not wrong, he not only thinks that in Japan abound schools like that which he visited, but he compares Japan with China in respect of education.

I beg his pardon, it is 1888 as he says, but it would be hard work to find in new Japan such an old-fashioned and disorderly school as the one he describes. Nor can he find the like in China, because in that country there is no pub-

lic school system like his and ours, except in Shang Hai and Hong Kong where Americans and Europeans are settling.

As he visited schools and wrote to the JOURNAL he must be a teacher or at least be interested in educational matters. If so, allow me to inform him that it is 1888, and he should know the present condition as well as the past, of the world; that he should read *Education in Japan*, published by the Bureau of Education, Washington, D.C.; the issue of *Educational Times*, published a few months ago in London, England, a recent number of the *Journal of Education*, Boston, Mass.; and the *Wisconsin Journal of Education*, where he will find how educational affairs are going on in Japan; that he should read Bazin's *Sur l'organisation intérieure des écoles Chinoises*, and Martin's *The Chinese, their Education, Philosophy and Letters*, where he can get some ideas about the education in China; that he also should open Kiddle and Schem's *Cyclopedia of Education* where he will find that the percentage of illiteracy is 10, 20 and 50 in Japan, America and China respectively. Then he will be able to know that there is a great difference between education in Japan and China.

Baltimore, Md.

A Japanese.

97. ILLUSTRATIONS.—Give some suggestions as to the design and proper use of illustrations.

Illustrations make clear what is obscure, and deepen impressions made before. They consist of pictures, diagrams, objects and experiments. They should be clear, familiar, and appropriate, and have point. They should also be varied. If an analogy does not exist between the point to be taught, and the illustrations used, the latter will have no effect, if indeed it does not weaken the mind which tries to perceive a relation which does not exist. The best illustrations are those drawn from the child's own experience. There is a tendency to make them ends instead of means. It is unwise to introduce them when there is no need of them.

98. HOW MANY RULES.—Is a list of written rules necessary to the successful government of a school?

S. L. W.

That depends upon what a teacher considers "successful government." It is necessary to have a code of rules if you wish to preserve the perfect order which is never disturbed by a laugh, or by the cheerful bustle of a busy school-room. Nothing less than a code of rules will preserve machine order. The most binding school law contains the fewest clauses, and is based on the mutual love of pupil and teacher, and on the greatest good for all.

99. THE USE OF EXPLANATIONS.—Should a teacher give explanations to her pupils?

ROSE NORTHROP.

Explanations are admissions of the weakness of pupils, and too often result from the teacher's incapacity. It is much easier to explain than to lead pupils to think things out for themselves; but each explanation weakens the love of investigation, and the reasoning powers. The surest way to know the right is to follow nature. She tells nothing. If we wish to know how far away some object is, we must measure. If we have occasion to find out whether a thing is hard or soft, we must feel it. As a rule, when explanations are needed, one has gone beyond the child's capacity.

On the other hand, a teacher may well guard against refusing help where it is needed. We should withhold artificial supports from a child who is able to walk, but there are lame ones who must have them.

100. A TEACHER'S NOTE-BOOK.—What "notes" should a teacher prepare before giving a lesson?

B. B.

A teacher's notes on a lesson, should indicate the points to be worked out, how they are to be developed, the illustrations used, and the probable difficulties. They should be hints of what the teacher intends to teach, not a summary of what he knows on the subject. They will, therefore, be brief, but complete in sense, and designed to give a clear expression of the purpose and plan of the lesson. They will show whether the teacher knows the subject, and chiefly how he intends to teach it.

### QUESTIONS.

85. Why is it necessary to teach history to children? They do not generally like it, and only study it because they must. Is history a beneficial study aside from the general information it gives?

A. R. R.

86. Do you favor banishing the spelling book from the school-room? If not, give some explicit directions for its use.

M. E. DAVIS.

87. Should the use of tobacco be strictly forbidden? I privately gained the promise of two large pupils who used it, to abstain. Later I reproved them publicly for breaking their promise, and forbade indulgence in the habit at school. They continued to use it occasionally. Did I act wisely?

M. E. DAVIS.

88. Why is it that evergreens retain their color all the year?

R.

89. How shall I teach history and geography to a class of Germans who can understand only simple words?

H. B.

90. Give some hints on teaching foreigners. I have a country school of thirty-one German pupils, who never speak English except to me.

HATTIE BOSWORTH.

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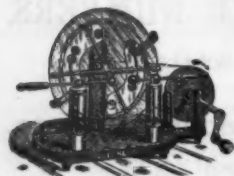
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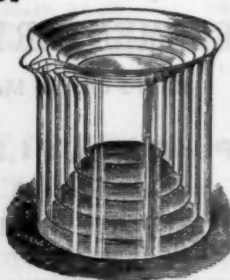
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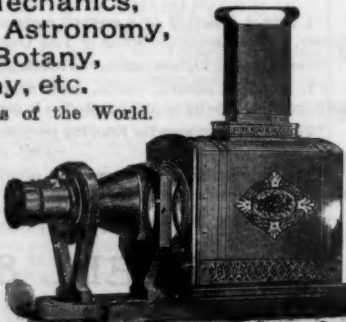
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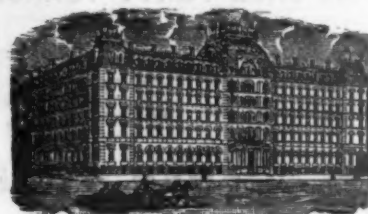
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**THE LAY OF THE LAST MINSTREL.** A Poem in Six Cantos. By Sir Walter Scott. Edited by Margaret Andrews Allen. Boston: Published by Ginn & Co. 144 pp. 35 cents.

The "Lay of the Last Minstrel" is a poem too well known and too greatly admired to need comment. It is intended to illustrate the customs and manners which anciently prevailed on the borders of England and Scotland. The poem is put, by its celebrated author into the mouth of an ancient minstrel, the last of the race, who is supposed to have survived the Revolution. The date of the tale itself, is about the middle of the sixteenth century, when most of the persons actually lived. The time occupied by the action is three days and three nights.

**NATURE READERS, SEA-SIDE AND WAY-SIDE, No. 2.** By Julia McNair Wright. Illustrated by C. S. King. Boston: D. C. Heath & Co. 175 pp. 25 cents.

In this, the second volume of the Nature Readers, the author wanders a little further by the sea-side and way-side. She first takes her readers to look at an ant, and then tells of its life and home; she shows, by illustration, ants on a trip, tells about the farmer ants, ants and their trades, slave ants, and wonder ants, closing up that family by describing the ways of ants. In the same thorough and interesting manner, the author describes earthworms, flies, beetles, barnacles, flowers of the sea, the jelly-fish, the star-fish, flying-flowers, dragon-flies and their cousins, with a variety of charming things in connection with these animals, instructive and interesting to all, both old and young. As supplementary readers, these volumes will be welcomed as they touch a very important branch of study. Review questions are found at the close of the book, which will test the power of the pupil's memory.

**LESSONS IN GEOMETRY.** For the use of Beginners. By G. A. Hill, A. M. Boston: Published by Ginn & Co. 182 pp. By mail, 75 cents.

At the present time, geometry is being simplified as much as possible for beginners, and books upon the subject are provided plentifully. In this volume the author believes that a shorter and easier course is given than in his previous work, "Geometry for Beginners." It is designed to prepare the mind for the logical study of the subject in the ordinary text-books, at the same time being complete in itself, for the necessities of those who are able to give only a short time to the study. The method which the author introduces is not a formal, but a natural method, and is found to be suited to the mental condition of the ordinary boy of fourteen years of age. The style is conversational, and the pupil who performs the work laid out, will gain more than simple knowledge of geometry; he will have learned to think for himself. It is the author's belief that, as here presented, geometry comes before algebra.

**THE MAN BEHIND.** A Novel. By T. S. Denison, Chicago: T. S. Denison, Publisher. 163 Randolph Street. 311 pp. 50 cents.

The "Man Behind," deals with those master passions, love, avarice, and vaulting ambition, and as these three passions enter into our every-day life, the story will at least be a natural one. The book is a large one, unusually so for a novel. It contains a good many characters, is divided into two parts, "The Rose and the Laurel," and "Under the Willows." There are forty-eight chapters in all, representing real life in its various phases. Love, hate, and politics are involved in the story.

**PRITCHARD'S CHOICE DIALOGUES; For School and Public Entertainments.** By Polly Ann Pritchard. Chicago: A. Flanagan, Publisher. 104 pp. 25 cents.

The author of this pamphlet informs the lovers of dialogues, that these are all new and no dull ones to be found among them. They are described as choice, original, humorous, pathetic, entertaining, instructive, and moral.

**THE EARTH AND ITS CHIEF MOTIONS, AND THE TANGENT INDEX.** By John Haywood, Dayton, Ohio. Press of U. B. Publishing House. 28 pp. 15 cents.

This neat pamphlet, from the pen of a mathematical professor of experience, describes the earth and its chief motions, under the subjects of, Our World, The Earth a Sphere, Rotation of the Earth upon its Axis, The Annual Motion of the Earth, and The Tangent Index. Accompanying the description of the Tangent Index, are tables, formulas, and demonstrations, including two helpful, illustrated figures which serve to make the description plain. The excellence of this little work is seen at once, and will be considered a real and valuable help and guide in the study of the relations of our globe and its associate and attendant bodies.

**THE CENTURY.** Illustrated Monthly Magazine. November, 1887, to April, 1888. The Century Co. New York: T. Fisher Unwin, London. 972 pp. \$3.00.

In this bound volume of the *Century* we see our old friend in a new dress, the monthly magazines taking the form of a bound volume. In it is found such a variety of reading matter, that the tastes of all may be suited. Six months of the *Century* means a great deal of valuable information. The November, 1887, number of the *Century* is accompanied by a portrait of Howell Cobb, President of the first Confederate Congress, of President Davis, of the Confederate States, and of Vice-President Stephens. The subjects treated of, are "The Montgomery Confederacy," "The Constitutional Amendment," and "The President Elect." A chapter entitled "Questions and Answers" is filled with important letters from President Lincoln, written at that time, and which have never before seen the light of day. Other numbers describe Lincoln's journey from Springfield to Washington, The Fall of Sumter, The National Uprising, and other equally interesting points of the history. The articles on Russian prisons and prison methods and the Russian Revolutionary movement are able and valuable additions to this bound number. The *Century* needs no commendation; it stands secure upon its own merits.

**OLD SOUTH LEAFLETS. I.** Published for Schools and the Trade. By D. C. Heath & Co., 5 Somerset St., Boston. Five cents per copy; one hundred copies, \$3.00.

These leaflets, or small pamphlets, of from ten to twenty pages each, wired together in a neat fashion, are designed

for study or reference. Among them may be found, The Constitution of the United States.—The Federalist.—Magna Charta, Franklin's Plan of Union.—Washington's Farewell Address.—Washington's Inaugurals.—The Articles of Confederation.—The Declaration of Independence.—The Ordinance of 1787.—and a Healing Question.

**IN NESTING TIME.** By Olive Thorne Miller. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 275 pp. \$1.25.

In the most delightful manner possible, Olive Thorne Miller has covered the pages of "Nesting Time." No one who has not made it a duty as well as a pleasure could describe, in this natural and charming style, birds and their ways. The record of their manners and customs is the result of most careful observation, and scrupulously true in every particular. Among the chapters of which there are fifteen, we find, Baby Birds.—Bird Study in a Southern State.—The Wise Bluebird.—A Stormy Wooing.—Flutter-budget.—"O Wondrous Singers,"—A Bird of Affairs.—Friendship in Feathers.—A Rosy Shield, and The Bird of Mystery. A short notice of this kind does not tell half the story of beauty and natural history that is found in "Nesting Time."

**CIVICS FOR YOUNG AMERICANS.** By Wm. M. Giffin, A. M. A. Lovell & Co. New York. 125 pp. By mail, 50 cents.

In preparing this book the author has had before him the fact that just such a book was needed to throw light upon a common subject not sufficiently treated in school instruction. The subject of civil government involves much and extended thought, but Professor Giffin has kept in mind all through the needs and capabilities of young minds, and has therefore treated the subject so simply and so skillfully, both in choice of words and the arrangement of thought, that it can easily be comprehended by the youngest student. As an especial feature of this book, the need of government and law is made apparent in a narrative that is calculated to arrest the attention and promote thought. Following this tale, the simple forms of law are presented and developed, which naturally appeal to the young reader's reason—thus making the points practical. As a supplementary reader, it is most excellent, for it is written in such a way as to cause a love of country. The author talks to young Americans, so that while the subject is discussed it loses its dryness. In a strikingly novel and interesting manner, too, Professor Giffin has shown the necessity of government, the different forms of government, and the advantages of our own government over all others, and while this book is written more especially for the young, older persons may get a better idea of the constitution than they ever had before, by the study of this little volume.

#### LITERARY NOTES.

A. S. BARNES & Co. have brought out an exceedingly interesting work entitled, "Battles of the American Revolution," by Henry B. Carrington, M.A., LL.D., Colonel U. S. Army. A "Patriotic Reader," by the same author, has received warm praise from many quarters.

JOHN B. ALDEN publishes "A Fortnight of Folly," a pleasing story by Maurice Thompson.

CHARLES SCRIBNER'S SONS have published, in connection with the railroad articles appearing in *Scribner's Magazine*, a pretty lithographed folder, entitled, "Twenty Questions and Answers about Railways." The information contained is interesting, and has been obtained from well-known authorities. It can be obtained by enclosing stamp to the publishers.

CLARKE & CARRUTH, 340 and 344 Washington street, Boston, have in press and soon to be published, "Among the Theologies," by Hiram Orcutt, LL. D.

TUCKER & Co. have published "Looking Backward," by Edward Bellamy, a story which is called "The Uncle Tom's Cabin of the industrial slavery of to-day."

CASSELL & Co. have made arrangements with the heirs of Sylvanus Cobb by which they will have the exclusive publication in book form of his most popular novels. They will publish also those novels by Mrs. Elizabeth Stoddard that made such an impression during and just after the war, beginning with "Two Men." A twenty-five cent edition of "A Tragic Mystery," will be issued.

THE ANNUAL STATISTICIAN AND ECONOMIST is the name of a book published at 807 California street, San Francisco. It is a compendium of statistics and information relating to current history and therefore is of great value to the teacher.

THE BOSTON SCHOOL SUPPLY COMPANY have brought out four volumes of great value to school libraries. Their titles speak for them: "The Natural History of the Raw Materials of Commerce," "The Technical History of Commerce; or, The Progress of the Useful Arts," "The Growth and Vicissitudes of Commerce," "Recent and Existing Commerce."

ANDREWS' "Chart of Comparative Phonography" published by Fowler & Wells, New York, will prove a great convenience for teachers of phonography and students of the art.

G. P. PUTNAM'S SONS have ready a volume of "The Scriptures, Hebrew and Christian," comprising the Hebrew story from the Creation to the Exile.

GINN & Co. will publish in July a college algebra prepared by Professor Wentworth. They have also in hand "Passages for Translation at Sight."—Part III and Part IV, Greek.

THE SCRIBNERS' have published a new book by Robert Louis Stevenson under the title of "The Black Arrow: A Tale of the Two Roses." They have added Mrs. Burnett's "A Fair Barbarian," to their list of paper covered books by popular authors.

SCRIBNER & WELFORD publish "Tropical Africa," a new book by Prof. Drummond, author of "Natural Law in the Spiritual World."

The *Domestic Monthly* for July has its literary department well-filled and besides has illustrations of every variety of ladies' summer costumes. Mrs. Henry Ward Beecher has a chatty household page.

A. D. WORTHINGTON & Co. of Hartford, Conn., have just published Mrs. Livermore's "My Story of the War." The author and publishers have taken great pains to make it entertaining and attractive.

G. W. DILLINGHAM will publish that very popular story by Mrs. Southworth, "The Hidden Hand," in book form.

CHARTS of the Governments of the United States and of the State of New Jersey have been prepared by Wm. M. Graybill and T. A. Cadwallader. Teachers will find them very useful.

A. LOVELL & Co. have just published "Civics for Young Americans."

D. C. HEATH & Co. publish Volume II. of Dr. Bernhardt's *Novelletten Bibliothek*. It will contain six short stories from the pen of well-known contemporary novelists.

GEORGE KENNAN writes in the *July Century* on "The Steppes of the Irish." It is one of the most fascinating of his famous series on Siberia.

THE AMERICAN NEWS CO. of New York are distributing the first number of the "Drift Series," entitled "The Drift of the Age," being the fifth of the celebrated Dix Leuten lecture in which are fearlessly criticized the downward tendencies of the time. To many it will prove a moral tonic.

#### BOOKS RECEIVED.

Nature Readers. Sea-Side and Way-Side. No. 2. By Julia McNair Wright. Illustrated by C. S. King. Boston: D. C. Heath & Co.

Missouri. A Bone of Contention. By Lucien Carr. Boston: Houghton, Mifflin & Co. \$1.25.

Old and New Astronomy. Part II. By Richard A. Proctor. New York: Longmans, Green & Co., 15 East 16th St.

Coriolanus. By William Shakespeare. Arcopagition. Letter on Education, Sonnets, and Psalms. By John Milton. New York: Cassell & Co. 10 cents each.

Is Protection a Benefit? A Plea for the Negative. By Edward Taylor. Chicago: A. C. McClurg & Co. \$1.00.

A Little Maid of Arcadie. By Marian C. L. Reeves. 25 cents.

Rhymes by the Pupils of the Thomaston High School. Thomaston, Conn.; F. B. Mitchell.

Essays on Goethe. By Thomas Carlyle. King Richard II. By William Shakespeare. New York: Cassell & Co. 10 cents each.

Composition and Rhetoric by Practice. With exercises for use in high schools and colleges. By William Williams, B.A. Boston: D. C. Heath & Co.

The Social Influence of Christianity. With Special Reference to Contemporary Problems. By David J. Hill, LL.D. Boston: Silver, Burdett & Co. \$1.25.

#### CATALOGUES AND PAMPHLETS RECEIVED.

Educational Leaflet No. 18, Industrial Education Association, N. Y. The subject of this leaflet is, "Preliminary New Jersey Report on Manual Training."

Catalogue of the Cazenovia Seminary, Cazenovia, N. Y., 1888.

Catalogue of Monroe College of Oratory, Summer Session, Opening, Monday July 18, at Cottage City.

Catalogue of Summer School for Teachers at Glens Falls, N. Y., beginning July 25.

The Protective Policy: Books and Pamphlets by Believers in it. List of Henry Carey Baird & Co., 810 Walnut street, Philadelphia.

Memorial Ode and Hymn, written for the Twenty-fifth Anniversary of the First Congregational Church, Hyde Park, Mass., by Gen. Henry B. Carrington.

#### MAGAZINES.

Table Talk for June contains several stories, poems and many things to interest housekeepers. It is a bright number. Literature, published by John B. Alden, has, in a recent issue, a portrait of Gen. Lew. Wallace and a biographical sketch of him. An early number of the *Forum* will contain Carl Schurz's study of Bismarck's career and its bearings on the political situation in Europe. Senator Wade Hampton is preparing an article for the magazine, giving his idea of what Mr. Cleveland's administration has done towards reuniting the North and South and nationalizing the Southern people. George Frederick Watts writes on the "True Aims of Art" in the July number of the *Magazine of Art*. In the same number Fred'k Kilton has a paper on unfamiliar portraits of Charles Dickens. There are a half dozen of very interesting productions given in this number, and more are to follow. For illustrations and typography the *Woman's World* ranks among the best periodicals published. It is also carefully and ably edited. The July number contains among other interesting papers, one by Amy Levy on the Women's Clubs of London. London is much ahead of New York in this matter and has at least five flourishing and well housed clubs for women. The most fashionable of these is the "Alexandra," the most literary or Bohemian, the "University." In *Scribner's* for July appears the second article of the railway series on "Feats of Railway Engineering." Stevenson writes about popular authors of the Bracebridge Hemming and Sylvanus Cobb type and Prof. Young of Princeton, relates the story of his trip to Russia in 1887 to observe the solar eclipse. Parts of a battle ode, by George Parsons Lathrop, are also published. An illustrated narrative in the *July Century* deals with the adventures of the Confederate ram, *Albatross*. Contributions are made by several persons whose history is connected with that of the vessel. The same number has a description of a journey from the Red Sea to Mount Sinai, with numerous fine illustrations. The *Quaker* for July is full of bright and readable articles. One of the best and most timely is that on "Play Rooms for Poor Children," which is intended to call attention to the needs of the poor of London. Another article in the same line is "Working Men's Worries." "The New Playground of Europe," refers to Norway which has become a great pleasure resort. Three papers treat of pews in English churches and there are several papers on theological subjects.

#### MARTHA'S VINEYARD.

If any teacher languishing from heat and overwork needs a hint which, followed, will restore energy and tone to the system and ambition to the mind, let that one listen to the experience of the writer who has on repeated occasions when reduced by the heat to a condition of chronic worthlessness, sought and found new life at that sea-bound paradise, Cottage City, on the island of Martha's Vineyard. The restoration accomplished on this famous spot is so immediate and complete as to be indeed one of Nature's miracles. Freedom from care, and quiet, congenial society, and wholesome diet, are found at the Wesley House, which has attained a good reputation for its delightful situation, and all excellencies which go to make a model home at moderate prices.



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### SECOND LESSONS.

*Wheeler's Second Lessons*, (in press) although complete in itself, has been prepared to follow *Colburn's First Lessons*. Its brevity, the emphasis that it places on fundamental principles and their applications, and the omission of useless subjects, will make it acceptable, it is hoped, to those teachers and business men throughout the United States who demand that the essentials of Arithmetic shall be better taught than now, and in less time, and that the non-essentials shall be omitted.

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10. Hawthorne's *Biographical Stories*. [29 and 10 bound together in board covers, 40 cents.]
11. Longfellow's *The Children's Hour, and other Selections*.
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- 17, 18. Hawthorne's *Wonder Book*. In two parts.
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- 22, 23. Hawthorne's *Tanglewood Tales*. In two parts.
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- 25, 26. Longfellow's *The Golden Legend*. In two parts.
27. Thoreau's *Succession of Forest Trees, and Wild Apples*.
28. John Burroughs's *Birds and Bees: Bird Enemies; The Tragedies of the Nests. An Idyl of the Honey-Bee: The Pastoral Bees*. [28 and 30 bound together in board covers, 40 cents.]
29. Hawthorne's *Little Daffydownilly; Little Annie's Ramble; The Snow Image; A Rill from the Town Pump; David Swan*. [29 and 10 bound together in board covers, 40 cents.]
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- 33, 34, 35. Longfellow's *Tales of a Wayside Inn*. In three parts.
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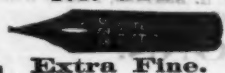
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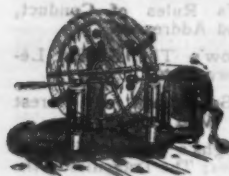
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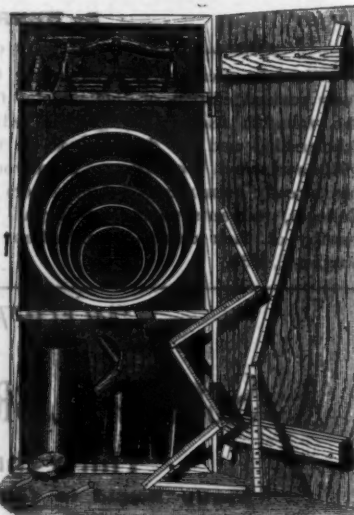
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Customer—"No: you've made a mistake. You've brought me spring wine and a '74 vintage chicken."

"Can you give me a little breakfast, ma'am? I'm hungry and cold. I slept outdoors last night, and the rain came down in sheets."

"You should have got in between the sheets," and she motioned him to the gate.

Minister (dining with the family)—"So your mamma doesn't want you to eat more than one piece of pie, Bobby?"

Bobby—"No, sir: except when we are visiting. Then I can have all I want."

"It can't be possible, Bobby, that you have been wicked enough to eat that whole rhubarb pie in the closet?"

"Yes, ma; the doctor told you, you know, that my system needed rhubarb, and I thought I'd better get a good dose of it down afore I got any worse."

School Commissioner (to applicant)—"Air ye purty well up in grammar?"

Applicant—"Oh, yes, sir."

Commissioner—"Let me hear ye spell phthisic."

Applicant—"P-h-t-h-i-s-i-c."

Commissioner—"I guess I'll vote for ye. That's a hard word to spell grammatical."

### Fifth Week in June.

Hot; hotter; hottest. Hot weather has its joys; but alas! its sorrows. It is particularly in midsummer that sufferers from debility have their heaviest burdens. They are "all run down" and have a feeling of "all gone-ness." Sometimes they go out of town in order to get scarce, but with the close quarters and the bad cookery of the "summer resorts," they are apt to lose more than they gain. Then come the attacks of the various bowel disorders. Among the children, cholera morbus and cholera infantum prevail, and need prompt attention. Don't think of going through the hot weather without TARRANT'S SELTZER APERIENT, the great summer regulator. So many thousands of people, old and young, have been helped through midsummer trials by this favorite medicine, that there is no need of argument concerning it. The public know "Tarrant's." The physicians prescribe it, for they have tested its value. Whether at home or abroad, summering by the sea-shore or rambling among the mountains; bicycling over smooth roads or fishing in the Adirondacks, Tarrant's Seltzer Aperient is a necessity as part of the summer outfit.

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Yes, the ancient warriors used to go out slaying in their chariots.

"Haven't you anything at all to give me, ma'am?" pleaded the tramp. "Can't you see that I'm in need?"

"I can, indeed, my poor man," replied the kind-hearted lady moved almost to tears: "here is a cake of soap."

Healing Power.—Bessie (aged four): "Bobby, why do they call ministers doctors?"

Bobby (a lad of considerable information): "'Cos they make folks better."

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A foot note—"Please use the mat."

A small boy, required to write a sentence containing the word "hominly," produced the following:

"Hominly marbles have you?"

### In a police-court.

"Prisoner, you have heard what the complainant has had to say. What induced you to steal six oranges from the stand of this poor old woman?"

"How could I buy them when I didn't know the price?"

"You might have asked."

"But Your Honor, I always was very timid about speaking to women."

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